

Digitized by the Internet Archive
in 2010 with funding from
Lyrasis Members and Sloan Foundation

<http://www.archive.org/details/graduatecatalogu2002mere>

MEREDITH

COLLEGE

THE JOHN E. WEEMS GRADUATE SCHOOL



GRADUATE CATALOGUE

2002-2003

The John E. Weems Graduate School at Meredith College

MASTER OF BUSINESS ADMINISTRATION

MASTER OF EDUCATION

MASTER OF MUSIC

MASTER OF SCIENCE IN NUTRITION

DIETETIC INTERNSHIP

Volume 10

2002–2003

1

The John E. Weems Graduate School intends to adhere to the rules, regulations, policies, and related statements included herein, but reserves the right to modify, alter, or vary all parts of this document with appropriate notice and efforts to communicate such changes.

Meredith College does not discriminate in the administration of its educational and admissions policies, scholarship and loan programs, athletic and other school-administered program, or in access to its programs and activities on the basis of race, creed, national or ethnic origin, gender, age, or disability.



PRESIDENT'S MESSAGE

Maureen Hartford, Ed.D.

WE ARE GLAD THAT YOU HAVE SELECTED MEREDITH COLLEGE As your graduate school; we know that there are many graduate programs that you could have chosen. One of Meredith's goals is to help you integrate your education into your work and home life, and to help make your education part of your effort towards life-long learning. Part of that is to offer you the flexibility to take one class at a time or many, and to schedule your classes around the other demands in your life.

You know from your own experience that it would be impossible to learn all the new material that emerges even in a single field in any given year. In the past few decades we have evolved from an educational system that taught facts by rote, to one that teaches how to learn, because the facts become outdated so quickly. But the important thing is to keep learning—we hope that your Meredith educational experience encourages you to keep learning.

There is a Chinese proverb that says, “Learning which does not advance each day will daily decrease.” If we don’t continue to learn throughout our lives, we will indeed find ourselves backsliding. Your decision to come to graduate school at Meredith will give you a boost in this learning process. Think of this degree that you are working on—whether it takes you two years or six to earn it as the beginning of your perpetual quest for knowledge and understanding.

And then we challenge you to apply what you learn to making the world a better place to live.





MESSAGE FROM THE DIRECTOR OF GRADUATE STUDIES

Deborah J. Horvitz, M.S.Ed.

WELCOME TO MEREDITH COLLEGE! YOU ALREADY REPRESENT community to us: as a member of your profession, of your city or town or neighborhood, of your childrens' world of schools and activities, and of your spiritual community. And now, you are also a member of the Meredith community. As such, you are invited —and we encourage you —to take advantage of the cultural, intellectual, political, and athletic resources of the College. Events regularly take place on Meredith's campus, from world-renown artists performing, to conferences of writers, teachers, psychologists, and others, to the annual Race for the Cure fundraiser that brings tens of thousands of community members to campus.

Real membership in any community requires responsibility and care of it. You will meet a cohort of fellow students who will support you as you help them balance the pressures of classwork, jobs, and family. Let us know what you need, what you value most within our offerings, and what you would like to see added to them.

There are so few occasions in life that you are part of a group with common interests, and given the time and opportunity to discuss ideas and possibilities. The last time you had time

to do that was probably in undergraduate school. Now, you are being given another chance to do it. Take advantage of it, and help build this community at Meredith and within your graduate program. And return to the other communities of which you are a member, stimulated and energized by what you have learned here.



bistory



GENERAL INFORMATION

THE RICH HERITAGE ENJOYED BY THE MEREDITH student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the Biblical Recorder, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a “school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences.” Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was named Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. It has grown from a single building in downtown Raleigh to a 225-acre campus of classroom buildings, including an art center; a library; residence halls; a chapel; an administration building; a gymnasium and playing fields; a student center; an auditorium; and other physical facilities which, in design and function, reflect the best of the founders’ ideas.

Graduate programs are a part of the rich heritage of Meredith. The College offered the master’s degree from 1899 to 1915. Since the autumn of 1983, Meredith has offered master’s degrees in business administration, education, and music. A Master of Science in Nutrition was begun in autumn of 2001. In 1988, the Graduate Studies Program at Meredith was renamed the John E. Weems Graduate School in honor of Meredith’s sixth president, who was instrumental in the establishment of graduate programs.

Meredith’s seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen

Burris (Acting), September-December 1971; and John Edgar Weems, January 1972-1999; Maureen Hartford, 1999-present.

Historic Statement of Purpose

The charter of Meredith states the purpose of the College as follows:

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide adequately and fully for the maintenance, management, operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

This historic statement of purpose is expressed in the following contemporary statement of mission.

The Meredith College Statement of Mission

In educating women to excel, Meredith College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the College values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.

Meredith endeavors to create a supportive and diverse community in which undergraduate and graduate students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To

these ends, Meredith strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to continue their education, and to lead responsible lives of work, citizenship, leisure, learning, and service.

Guiding Principles of the John E. Weems Graduate School

The guiding principles of the John E. Weems Graduate School are to provide a graduate education for women and men through innovative programs and opportunities that encourage scholarship, research and leadership. Faculty and staff create an environment that is characterized by personal interactions and participatory learning that is conducive to the pursuit of individual educational goals.

Accreditation

Meredith College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number 404-679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, Bachelor of Music, Master of Business Administration, Master of Education, Master of Health Administration*, a Master of Music, and Master of Science in Nutrition. It is also accredited by the National Association of Schools of Music, the Council on Social

Work Education, the Foundation for Interior Design Education and Research (FIDER), the National Council for Accreditation of Teacher Education (NCATE), and the North Carolina Department of Public Instruction (DPI). The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. The Didactic Program in Dietetics and the Dietetic Internship Programs are accredited by the commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (Jackson Blvd., Chicago, IL, 60606-6995, telephone 312-899-4876). The Paralegal Program is approved by the American Bar Association.

The John E. Weems Graduate School offers the graduate degrees of Master of Business Administration, Master of Education with concentrations in ESL, Reading, and Elementary Education, Master of Music in Performance and Pedagogy, Master of Science in Nutrition and oversees the Dietetic Internship Certificate Program.

Honor Code Policy

Founded on the premise that dishonesty of any nature has no place at Meredith, the honor system demands personal integrity of each student. The honor system, through the spirit of the community it engenders, encourages freedom and trust essential to intellectual growth and maturity. By accepting admission to the John E. Weems Graduate School, students acknowledge and agree to adhere to the Honor Code.

* Meredith is currently evaluating its Master of Health Administration (MHA) program. Applications for this program are not presently being accepted.



The John E. Weems Graduate School is committed to affirming in each student a sense of personal honor and responsibility to the community of scholars with whom s/he works. Honesty and forthrightness are essential to this commitment.

Recognizing the traditions of honor at Meredith College and the John E. Weems Graduate School, graduate students must be honorable in their work and actions. In particular, they must refrain from cheating, stealing, lying, or plagiarizing. Any dishonorable action will be regarded as a violation of this commitment. Students who violate the honor system have an obligation to report themselves to the proper authorities. If they are aware of a violation by another student, they should call that student's attention to the violation and ask that s/he turn themselves in. If the student refuses, the observer must decide on the basis of their conscience whether or not to report the student whom s/he believes has violated the honor code.

1. Students should report themselves or be reported to an instructor, coordinator, or director of their graduate program. In addition, an instructor who observes students in violation of the honor code should confront them.
2. Upon receiving such a report or making such an observation, the instructor should notify the director of graduate studies.

3. The director of graduate studies will convene a Graduate Honor Council composed of a student representative, a faculty member, and a member of the Graduate Studies Committee. The director will not sit on the Graduate Honor Council. The Graduate Honor Council will hear the facts of the case from the accused, the accuser (if any), and the instructor. The Graduate Honor Council recommends penalties, if any, and reports them to the director.
4. The director will notify the accused student of the findings of the Graduate Honor Council and ensure that any penalties are enforced.
5. If they wish, the student may appeal the ruling to the director within 48 hours of notification of the decision.
6. Should the student wish to appeal further, s/he may do so within 48 hours to the vice president for academic affairs. Final appeal may be made within 48 hours to the president of the College whose ruling is final.

Note: Penalties resulting from cases involving academic dishonesty do not preclude the right of the professor to levy an academic penalty he/she shall deem appropriate.

Inclement Weather

In case of class cancellations resulting from inclement weather, the College will run public announcements on local radio and television stations. Information about daytime and evening class cancellations is available by calling Meredith's Inclement Weather Line, (919) 760-2384, or checking in with WRAL.

In the event that the College does not cancel classes, individual instructors will still have the option of telling their class that they cannot come in.

All instructors must include an inclement weather policy on their syllabi, as well as instructions to students regarding how to obtain information on any class cancellations.

music

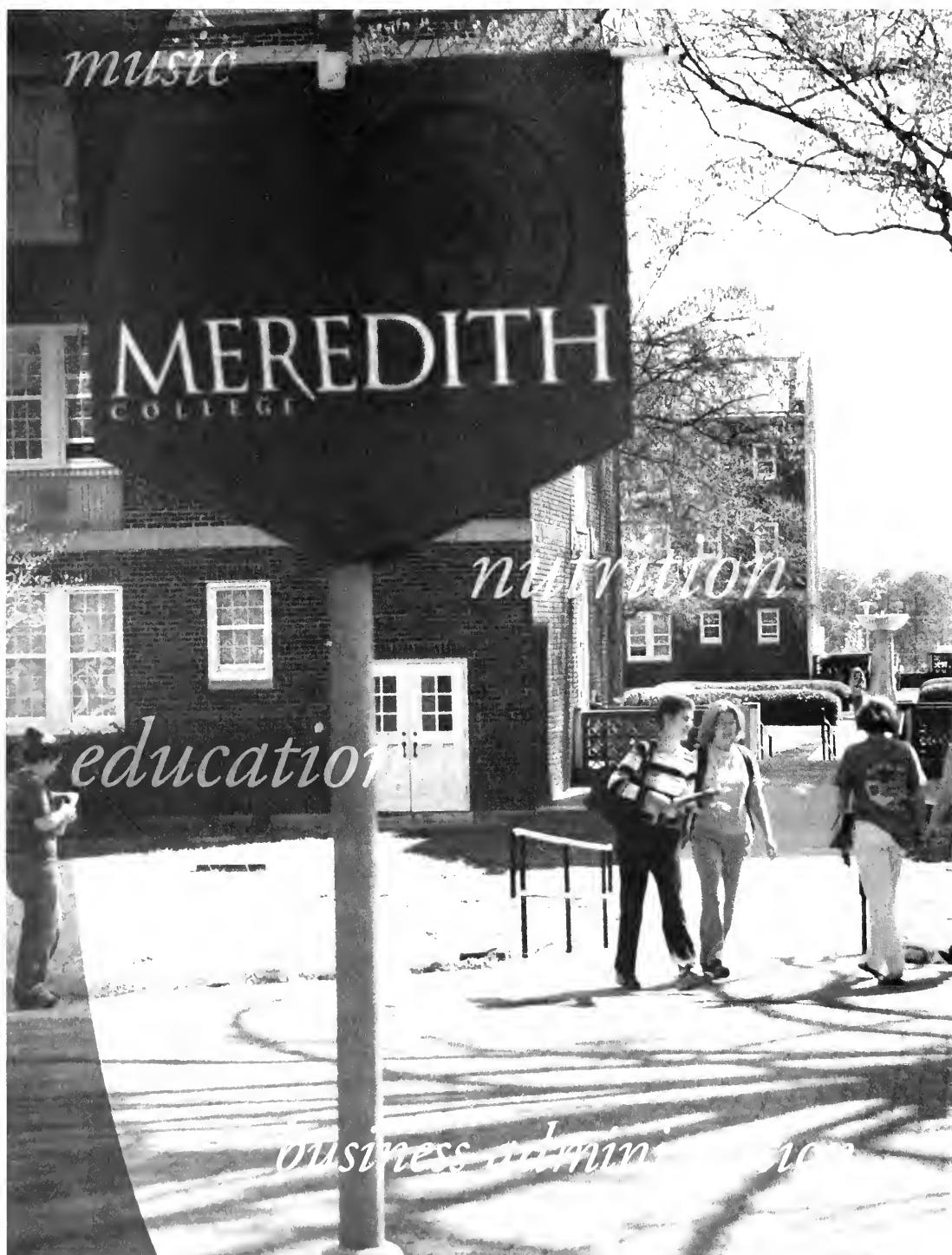
MEREDITH
COLLEGE

education

nursing

Business Admin

10



ADMISSIONS

COMMITTED TO THE DEVELOPMENT OF THE individual, the John E. Weems Graduate School seeks to enroll students who will not only benefit from a particular graduate program, but who will also contribute to the classroom discussion from their work experience. Applicants must have successfully completed a bachelor degree from a regionally accredited four-year institution. Each applicant is evaluated by an admissions committee on the basis of their baccalaureate-level preparation, undergraduate grade point average, standardized test scores, work experience, letters of reference, and other criteria established by the specific departments.

Admission may be granted to a degree-seeking applicant who is fully qualified by departmental admissions and who has met all pre-requisite criteria. A student has up to six years (from the time of initial enrollment) to complete the requirements for the degree. At that time, her or his admission is terminated.

Provisional admission may be granted to a degree-seeking student who has applied for admission to one of the graduate programs, but still needs to fulfill the departmental pre-requisite criteria. The student is granted admission pending the successful completion of the required pre-requisites. Successful completion of pre-requisite course-work is defined as earning an A or B grade. Women and men may take undergraduate pre-requisite courses and MBA foundation courses if they are admitted provisionally. Provisional status is limited to two calendar years. Students who fail to qualify for full admission within two years will be dropped from the

program. A student who is dropped from the program or denied full admission by the department may appeal this decision to the director of graduate studies.

Application Procedures

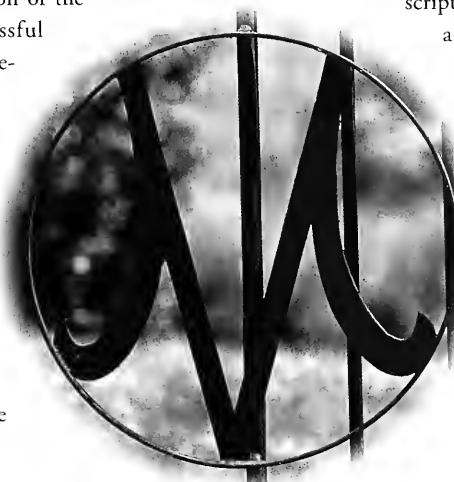
To be considered for admission to a graduate program, all application materials must be submitted to the Graduate School by:

- **July 1 for fall admission beginning in August**
- **November 1 for spring admission beginning in January**
- **April 1 for summer admission beginning in May**

Application materials may be obtained by contacting the Graduate School at:

Meredith College
The John E. Weems Graduate School
3800 Hillsborough Street
Raleigh, North Carolina 2607-5298
Telephone: 919.760.8423
Fax: 919.760.2989
Email: graduate@meredith.edu

Applicants must submit a complete application, a non-refundable \$50 application fee, and official transcripts from all colleges and universities attended, in sealed envelopes with institution's seal over the flap. The following program-specific materials must also be submitted to the Graduate Studies Office for an application by the appropriate deadline to be considered complete.





Program Requirements for Admission

MASTER OF BUSINESS ADMINISTRATION

- Application and non-refundable \$50 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes with institution's seal over the flap
- Two completed recommendation forms, in sealed envelopes, from people with knowledge of the applicant's work or ability
- Official report of scores of the Graduate Management Admissions Test (GMAT), mailed directly from the Educational Testing Service
- Statement of work experience (resume or C.V.)
- Responses to essay questions

Once a complete application has been received, the applicant may be contacted to schedule an interview.

MASTER OF MUSIC IN PERFORMANCE AND PEDAGOGY

- Application and non-refundable \$50 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes with institution's seal over the flap (must have undergraduate major in music)
- Two completed recommendation forms, in sealed envelopes, preferably from present or former music teachers. Recommendations from colleagues familiar with musical skills are also accepted.
- Music Data Form, with information about previous study and general statement of the applicant's goals

Once a complete application has been received, the applicant will be contacted to schedule an interview, audition, and diagnostic tests in theory and music history.

MASTER OF EDUCATION AND LICENSURE PROGRAMS

- Application and non-refundable \$50 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes with institution's seal over the flap
- Two completed recommendation forms, in sealed envelopes, from people with knowledge of the applicant's work or ability
- Official report of scores of the Graduate Record Exam (GRE), mailed directly from the Educational Testing Service or official mailed scores from the Miller Analogies Test (MAT).
- Statement of Work Experience (resume or C.V.)
- Copy of teaching license

MASTER OF SCIENCE IN NUTRITION

- Application and non-refundable \$50 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes with institution's seal over the flap
- Two completed recommendation forms, in sealed envelopes, from people with knowledge of the applicant's work or ability
- Official report of scores of the Graduate Record Exam (GRE), mailed directly from the Educational Testing Service
- Statement of work experience (resume or C.V.)

International applicants must also submit:

World Education Services (WES) translations for international transcripts, mailed directly from WES, Inc. (www.wes.org). Test of English as a Foreign Language (TOEFL) scores, mailed directly from the Educational Testing Service (ETS). Scores must not be over one year old, unless the student has been enrolled full-time in an accredited American college or university in the interim.

Except in cases where English is their native language, international applicants must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL). The TOEFL Bulletin of Information is available at American embassies and consulates, or can be obtained by writing: TOEFL, CN 6155, Princeton, New Jersey 08541-6155.

International students must also present copies of the following forms to the Graduate Studies Office:

1. Passport
2. Visa*
3. Arrival/Departure Record if applicable
4. I-20 ID if applicable
5. Alien Registration Number
(permanent resident only)
6. Financial statement showing resources for a two year period

7. Proof of health insurance

* Applicants holding F-1 Visas must list the school or college they have permission to attend, and submit a copy of their current I-20 form. The College will assist them in the preparation of a new I-20 form, if applicable. Admission of a foreign student who requires an F-1 Visa will be conditional until the proper Visa is obtained. A student must have regular admittance to the program to receive an I-20.

Notification of Admission

An applicant is notified of admission status in writing by the Graduate Studies Office upon completion of the review process by the Admissions Committee. To accept the offer of admission and to hold a place in the class, the student will return to the Graduate Studies Office a Confirmation Form and a non-refundable deposit of \$100 by the date specified in the admissions letter. This deposit will be applied toward the student's first tuition bill.

Technical Proficiency

All students are required to be able to use word processing, spreadsheets, and presentation graphics software. Students needing software instructions can contact the Graduate Studies Office, who has information on one-hour courses offered by the technology services department.



Post-Baccalaureate Study

An individual with a bachelor's degree from a regionally accredited four-year college or university may enroll in graduate courses without being admitted to a degree program. The following must be submitted to enroll as a Post-Baccalaureate Study (PBS) student:

- Application and non-refundable \$25 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes with institution's seal over the flap

Women may take pre-requisite courses in the undergraduate school through PBS. Men may not take undergraduate courses as a PBS student. Women and men may take the Foundation Courses for the MBA program through PBS. No more than six graduate-level credit hours taken in this manner may be applied toward graduate degree requirements.

PBS students may register for classes only after degree-seeking students are registered. If a PBS student decides to apply as a degree candidate, all requirements for admission must be met, including the \$50.00 non-refundable application fee. The Office of Graduate Studies may request an update of the application form if it is older than one year.

Visiting Students

A visiting student is a graduate student enrolled in another college or university who for various reasons wants to take a course or two at Meredith College, and have the credit transferred to the originating school. The following must be submitted to enroll as a visiting student:

- Application and non-refundable \$25 application fee
- Letter from a representative of the school to which applicant plans to transfer credit, stating that the student has permission to take specific courses at Meredith College.

The visiting student must request that the registrar at Meredith send a copy of the transcript to the originating school when the course(s) is/are completed

Cooperating Raleigh Colleges (CRC) Credit

Meredith, Peace, and St. Augustine's Colleges, and North Carolina State and Shaw Universities form a consortium through which they provide their collective educational resources to students at each of the five institutions. Under this agreement, Meredith graduate students may take courses at any of the other four campuses.

A student who wishes to register for a course at one of the CRC schools should obtain a special request form from the Office of the Registrar and should secure the approval of an advisor. Except under unusual circumstances, approval will be given only for those courses not available at Meredith. Written appeals to decision from advisors should be submitted to the director of graduate studies. Prerequisite courses may also be taken through CRC with the prior approval of the student's advisor. All CRC courses are considered transfer credit.

Admission Tests

In order for an application to be considered complete, the appropriate official report of scores must be received by the Graduate School. Whether an applicant chooses to prepare via self-study or take a preparatory course, sufficient time should be allowed in order to prepare for an admission test. Applicants should indicate Code No. 5410 for Meredith College on the test registration form so that an official report will be sent to Meredith College. Allow a minimum of three weeks for the official report to be mailed from the testing center to the Graduate School.

The Graduate Management Admission Test (GMAT) and Graduate Records Examinations (GRE) tests are administered as a computer adaptive test (CAT) throughout North America and at many international sites. These tests measure general verbal, mathematical, and analytical writing skills. The Miller Analogies Test (MAT) is an analytic ability test requiring the solution of problems stated as verbal analogies, and a few quantitative analogies. The MAT is intended to assess your ability to recognize relationships between ideas, your fluency in the English language, and your general knowledge of literature, philosophy, history, science, mathematics, and fine arts. Each test is viewed as a predictor of academic success in the first year of graduate school.

For general information and inquiries, the contact information for each test is listed below:

GMAT

Graduate Management Admission Test

GMAT

Educational Testing Service

P.O. box 6103

Princeton, New Jersey 08541-6103

Phone: 609-771-7330;

609-771-7780 (Disability Services);

609-771-7714 (TTY)

www.gmat.org (or www.mba.com)

Email: gmat@ets.org

GRE

Graduate Records Examinations

GRE-ETS

P.O. Box 6000

Princeton, New Jersey 08541-6000

Phone: 609-771-7906;

609-771-7780 (Disability Services);

609-771-7714 (TTY)

www.gre.org

Email: gre-info@ets.org

MAT

Miller Analogies Test

The Psychological Corporation

Miller Analogies Test

Customer Relations

19500 Bulverde Road

San Antonio, Texas 78259

Phone: 800-622-3231 or 210-339-8710;

<http://www.tcpweb.com/mat/>

Email: scoring_services@harcourt.com





COSTS and Financial Assistance

Tuition and Fees

Charges for graduate and business foundation courses for the 2002-2003 academic year are:

Business Administration and Business Foundation:

\$350.00 + \$25.00 (technology fee) per credit hour

Education, Nutrition, Music*:

\$320.00 + \$25.00 (technology fee) per credit hour

Dieteric Internship:

\$5,750

If a student takes undergraduate courses as pre-requisites
\$400.00 +\$40.00 (technology fee) per credit hour.

*Additional charges are added for certain applied music lessons in the Master of Music program.

Graduate students are eligible to borrow funds from the Federal Stafford loan program to assist with their educational expenses. Currently, students can borrow up to \$18,500 per academic year from the Federal Stafford loan program. The interest rate is not to exceed 8.25 %. In order to be considered for the loan program, students must complete a Free Application for the Federal Student Aid (FAFSA). Applications for financial assistance and for the loan programs are available at the Office of Financial Assistance in Johnson Hall or by visiting www.fafsa.ed.gov.

Business Administration Scholarships

Two merit scholarship funds provide financial assistance to enrolled, degree seeking students in the Master of Business Administration program. Information about these scholarships is mailed to eligible students.

The Shearon Harris Scholarship Fund was established in memory of Shearon Harris, a Meredith trustee, chairman of the Board of Associates and an exemplary community leader. His family established the fund to express a commitment to

church-related higher education to perpetuate his interest in Meredith College students.

The Wyford Scholarships are made possible by a bequest from Louise Ledford Wyatt, a Meredith graduate of the class of 1930. The Wyford Scholarship Fund was established by her husband, Guy E. Wyatt; her mother, Bess J. Hord; and her father, John Ferris Ledford.

Teacher Tuition Assistance

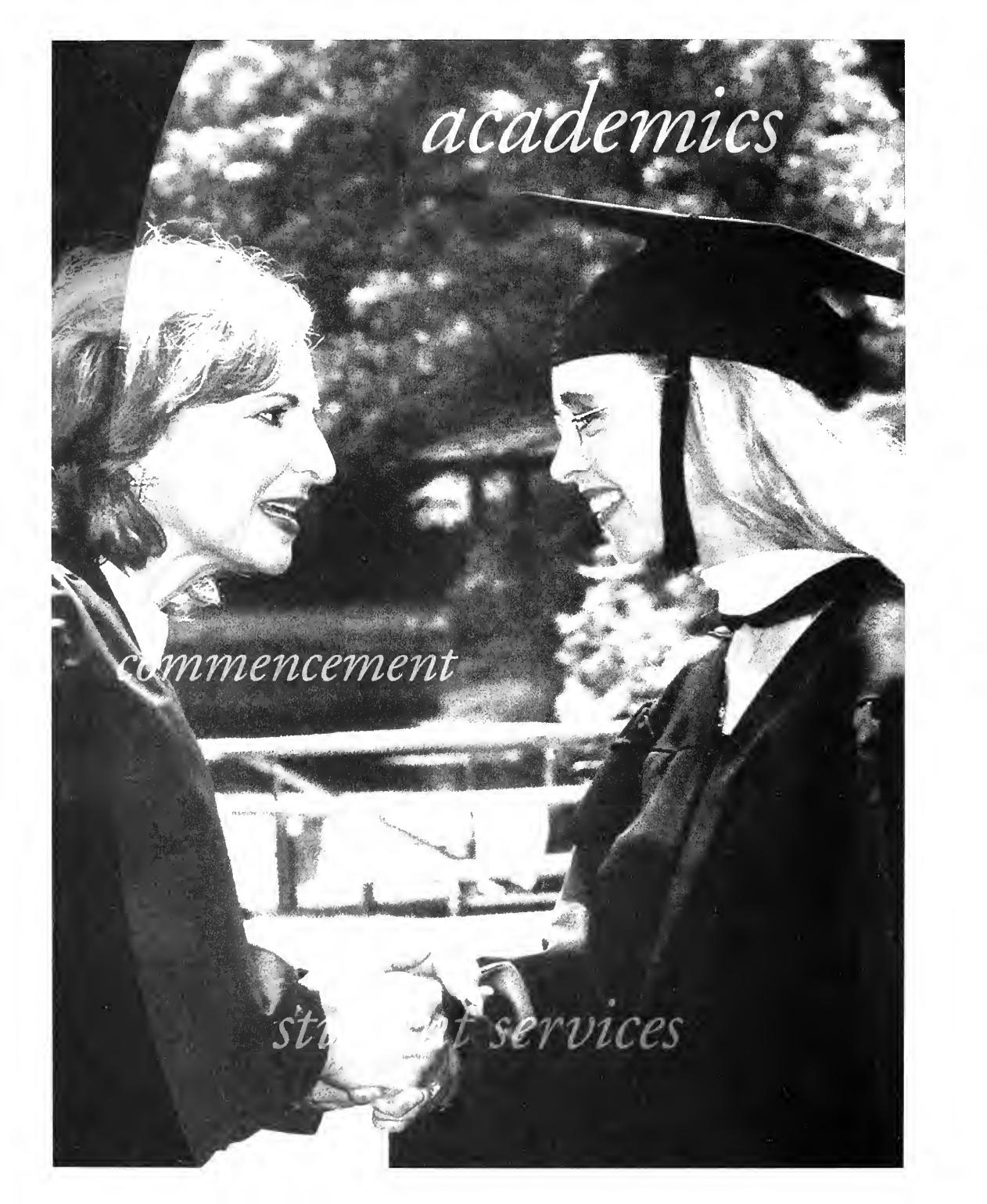
Teachers enrolled in the Master of Education program are eligible to receive tuition assistance of \$200 for each three-credit course. Students must be under contract in a North Carolina public or private school at the K-12 level. The principal of the school needs to sign a form, which the student must return to the graduate studies office.

Music Scholarships

Two scholarships provide financial assistance to students in the Master of Music program. The Dr. Harry C. Cooper Scholarship was established to honor the long-time head of the music program at Meredith. The Beatrice Donley Scholarship is awarded to a graduate-level voice student to honor the long-time former head of the vocal section of Meredith's music program. Additional information on these scholarships can be obtained from the coordinator of graduate music studies or the music office.

Parking

A student parking on campus is required to have a parking decal, which can be purchased for the academic year (August through July) for \$80.00 from the Campus Security Office. Daily passes are also available for \$1.00 per day. Parking is permitted in any space marked "commuter" during the day and in "faculty and staff" after 4:30 p.m.



academics

commencement

student services

ACADEMIC POLICIES

Choice of Catalogue

Students are subject to the degree requirements and policies described in the catalogue in effect when they first enroll, or any subsequent catalogue during their time of study. A student who is approved for re-admission to the College after an absence of more than one year will comply with the requirements either of the catalogue under which s/he is readmitted or those of a subsequent catalogue. Exceptions may be necessary in order to conform to standards of outside accrediting agencies.

Registration

New and continuing students work directly with the program director/advisor for individual academic advising and to register for classes each semester. A degree-seeking student who is enrolled in six graduate credit hours per semester is defined as a full time graduate student.

Registration and tuition payment deadlines may be obtained from the registrar's office or the graduate studies office. A summary of registration and tuition payment information, as well as the course schedule for the following semester is posted on the graduate studies web site.

Grading

Each professor is responsible for evaluating a student's performance in class. Using the official grading system the professor decides the weight allotted to each aspect of the student's work in the course. It is the obligation of the professor at the beginning of each semester to explain the various components of grading in the course and the criteria by which the final grade is determined. Students should have the opportunity to examine assignments they submit to understand the mark assigned to them.

The following grading system applies to all graduate courses:

A	Excellent
B	Satisfactory
C	Low Passing
F	Failure
W	Withdrawal
I	Incomplete
Z	Interim grade
N	Missing grade
Au	Audit
NA	No Audit

The "I" grade is given when a student and a professor have agreed that, for good reasons, the student cannot complete the course on time. The professor sets forth the requirement for completing the course during the next semester. These requirements should be clearly understood by both the professor and the student. An agreement between the professor and the student, relative to the work to be completed and the time it must be submitted, must be filed in the graduate studies office. All work must be completed no later than the final class day of the following semester, or the grade becomes an F.

A "Z" grade will be assigned for a course that extends beyond a normal grading period. When the course is complete, the professor submits the grade to the graduate studies office.

An "N" grade will be assigned at the discretion of the registrar's office when a professor has turned in a grade roster. There must be a grade for each student in every course before the grade processing can begin. There are instances when the processing must start before all grades have been reported, and in these cases the "N" grade will be assigned for any missing grade.

A student who receives an F grade will have her or his status automatically reviewed by the department or school. S/he will be notified within ten working days whether s/he will be allowed to continue the program and of the specific conditions of continuation, if applicable

Grade Changes and Corrections

A professor may make grade changes in consultation with the department head or dean. Grades may not be changed later than the last class day in the semester following the term during which the course was taken. After a grade change has been given, the grade cannot be changed on the basis of additional assignments completed after the semester is over (does not apply to an "I" grade).

Academic Warning

A student who receives one grade of C will receive a letter of academic warning from the program director. The student will be required to meet with the director of the specific program to review the circumstances and to receive further counsel and guidance that may apply to those circumstances.

A student who receives two grades of C will be placed on probation and will be notified in writing by the program director and will be required to meet with her or him.

A student who receives three grades of C will be automatically dropped from the graduate program. The student will be notified in writing.

Appeals Process

A student who is experiencing problems with a grade or other aspects of a course should first discuss the matter with the professor or program director/advisor. The student may appeal to the appropriate Academic Progress Committee within eight months of the notice. The student will be notified in writing of the committee's decision within five working days of the committee meeting.

Further appeal may be made to the director of graduate studies and then following that, to the vice president for academic affairs.



Transfer Credit

Requests for transfer of graduate credit from another regionally-accredited institution must be evaluated and approved by the department or school. Depending on the degree requirements and the course content, the department or school reserves the right to deny its transfer. Requests for transfer of credit should be accompanied by an official transcript(s), course descriptions, and syllabi. Courses taken at Cooperating Raleigh Colleges are considered transfer credit. Only six hours of transfer credit may be applied to a graduate degree program at Meredith College. All transfer courses must carry a grade of B or better.

Distance Learning Credit

The Graduate School will not apply toward a degree more than three credit hours from distance learning instruction, which as correspondence, television, or Internet courses, whether taken at Meredith or at another institution. The department reserves the right to evaluate the nature of any such course. Whether presented as an admission credential or taken after admission to the program, any distance learning credit must be earned at a regionally-accredited institution and must be evaluated and approved by the department or school.

Auditing a Course

A student who wishes to change grading for a course from a letter grade to audit must submit a completed drop/add form signed by the professor and advisor to the graduate studies office within the first 12 hours of instruction in the course. A 50-minute class is considered one hour of instruction.

Dropping/Adding a Course

A student may add a course or change sections only during the first five calendar days of the semester if space is available in the class, and with the consent of the professor. Drop/add forms must be signed by the student, the professor, and the advisor, and be submitted to the registrar's office.

Withdrawals/Leaves of Absence

A student who wishes to withdraw permanently from the program must submit an official withdrawal form signed by the advisor and department head or dean to the graduate studies office.

All courses dropped between the end of the five-day period and the end of the withdrawal period will receive a W (withdrawal) grade. Beyond that point a final grade will be given for the course except in the case of medical or emergency withdrawals. All schedule changes are processed on forms available in the registrar's office.

A student who does not wish to complete a course for which s/he is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially, s/he will be treated as if s/he were still in the course and the grade recorded accordingly.

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, s/he is responsible for the following percentage of the full semester tuition:

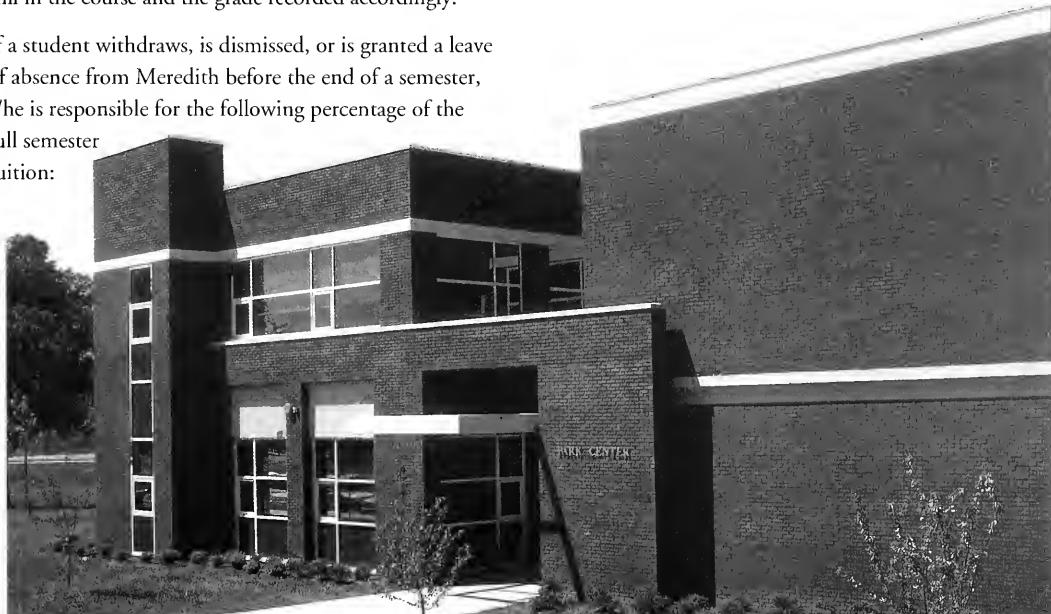
Up to and including the 5th calendar day of the semester	0%
6th through 10th calendar day of the semester	20%
11th through 20th calendar day of the semester	40%
After 20th calendar day of the semester	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the director of graduate studies or an official leave of absence notification from the registrar.

Students who wish to interrupt their graduate study for one semester or more should notify their advisor and the department head or dean of their intent by signing a Graduate Leave of Absence form. They may later return to the program with the same status they held at the time of their departure and under the same catalogue. This policy does not change the six-year time limit (starting when the student originally entered the program) required for completion of the graduate degree.

Special Studies

Special study options are designed to add flexibility to the curriculum and to provide professors and students the opportunity to experiment within the limitations of a tight curriculum.



This category includes individual study, special topics, off-campus study (foreign and otherwise), and community internships. Members of the faculty or students who wish to use this category must obtain the approval of the advisor and department head or dean.

Academic Advising

Each graduate student will be assisted by the program director in planning their program of study from beginning to completion.

Commencement

Commencement is held in May and December of each year. August graduates are encouraged to participate in the December commencement activities. No student may take part in commencement unless all degree requirements have been fulfilled.

Degree Requirements

The following information applies to all students who receive the master's degree from The John E. Weems Graduate School at Meredith College:

1. A student may not apply more than six hours of C grades toward her/his degree.
2. A student is expected to complete requirements for her/his degree within six calendar years. Under unusual circumstances, students may request an extension. The request must be made to the department head or dean and submitted to the graduate studies office.
3. A culminating activity, designed to integrate the knowledge, skills, competencies and values addressed in each program, is expected of all degree candidates. Activities which meet this requirement are specified and administered by each department.
4. A student who has completed all coursework toward the degree but still needs to complete other degree requirements must be registered for one hour per semester. This is accomplished by registering for course 800, which carries no graduate credit.

5. Limitations on the maximum number of graduate courses or hours which may be applied to the degree requirements are established by each department.
6. A student may not apply more than six hours of transfer credit including CRC credit to a degree program.
7. A student may not apply more than six hours of credit taken at Meredith as a Post-Baccalaureate Study status student toward degree requirements.
8. All pre-requisites and foundation courses must be completed with a grade of C or better.

Student Services

Graduate students at Meredith are an important dimension of campus life and are welcome to attend lectures, concerts, worship services, convocations, and special events that are open to all students.

Cate Student Center offers graduate students the convenience of access to computers, an ATM machine, a U.S. Post Office, a wide-screen television, telephones and a study and lounge area. Also in the Cate Center is the Meredith Supply Store and the BeeHive Café, where students can purchase fast foods as well as healthful meals and snacks. The BeeHive Café is generally open when classes are in session, closed on Saturdays and Sundays, and operates on a reduced schedule during breaks and summer months. Belk Dining Hall, the College cafeteria, is available to graduate students and serves three meals a day. Belk Dining Hall is closed during breaks.

Carroll Health Center serves as a resource for information on health and immunizations and offers first-aid for medical emergencies.

The **Counseling Center** offers individual and group counseling to students with concerns of any kind—social, emotional or academic – with counselors who are degreed and licensed. All counseling services are free and confidential. Services for acute psychological crisis are provided by local hospitals. In addition, the Center also coordinates and arranges for accommodations needed for students with disabilities. The Center is located on the first floor of Carroll Hall next to the Health Center.

Weatherspoon Gymnasium includes an indoor swimming pool, weight room, lighted tennis courts, and a fitness center.

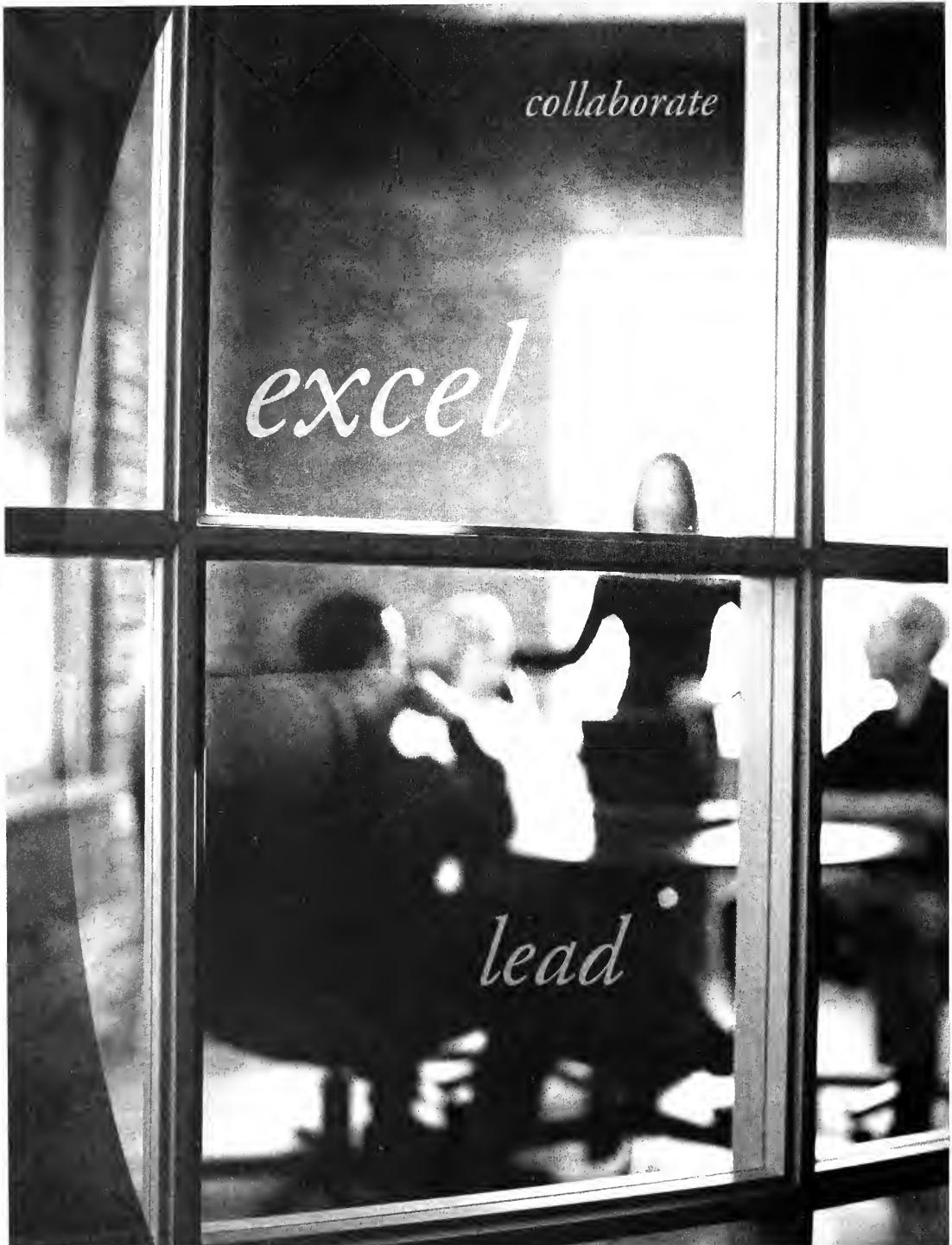
Jones Chapel is the setting for regular and special seasonal programs of worship. The campus minister and his staff are available to students for counseling.

Student ID/CAMCARDS are required when students wish to use Meredith facilities. Cards can also be used as debit cards to check out books from the library, make copies, and purchase food in the dining hall or café.

Carlyle Campbell Library provides information resources in a variety of formats, including digital, full-text, on-line databases, image, print, videotape, laserdisc, and micro-forms. ALIS, the Automated Library Information System, may be accessed using telnet or modem.

The **Career Center** is assists students in career counseling and coaching, resume consultation, interview preparation, cooperative education, employment assistance, and resource information.





collaborate

excel

lead

MASTER OF BUSINESS ADMINISTRATION

THE MASTER OF BUSINESS ADMINISTRATION program is designed to provide advanced study for women and men who are currently in management or administrative positions, or who aspire to such positions. The primary purpose of the program is to provide students with business knowledge and managerial skills that are essential for successful functioning in business, industry, or government. This professional degree enables students to make greater contributions to their organizations and communities, to advance their careers, and to obtain increased job satisfaction.

Specific objectives of the program are to:

- improve analytical, problem solving, communication, and decision-making skills;
- integrate business experience with current theories of management and explore new business concepts in marketing, economics, accounting, and finance;
- analyze alternative solutions to business problems involving social, legal, economic, political, and ethical factors; and
- develop techniques for meeting the challenge of changing technology and management innovations.

Prerequisite Coursework

Students may complete prerequisites while they are classified under provisional admission. All prerequisites must be completed before enrolling in any 600-level courses. All prerequisites must be completed with a grade of C or better. No prerequisite courses will be accepted if they were taken more than 10 years prior to formal admission to the John E. Weems Graduate School.

Prerequisites may be satisfied by coursework, the College Level Examination Program (CLEP), or departmental examinations administered by specified faculty members in the relevant subject areas. A grade of C or better is

required. Students who have questions about completion of prerequisites are advised to consult the director of the MBA program.

Foundation Courses are offered to provide graduate student who are trying to fulfill prerequisites with coursework designed to fit their schedules.

BUS 520 – FOUNDATIONS IN ECONOMICS

BUS 530 – FOUNDATIONS IN ACCOUNTING

BUS 540 – FOUNDATIONS IN MARKETING & MANAGEMENT

BUS 550 – FOUNDATIONS IN FINANCE

BUS 560 – FOUNDATIONS IN QUANTITATIVE METHODS

Program of Study

The MBA program consists of 36 semester hours of graduate work. An additional 27 hours of prerequisite work are required and can be satisfied by former or current course work or by examination. A grade of C or better is required for all prerequisites. Candidates must complete all requirements within six years.

Master of Business Administration and Business Foundations

Course Descriptions

BUS 520 – FOUNDATIONS IN ECONOMICS

An introduction to the theory, principles and application of managerial economics. Special emphasis on the acquisition of the skills needed for BUS 620 and other core MBA courses. **3 hours**

BUS 530 – FOUNDATIONS IN ACCOUNTING

An introduction to the theory, principles and application of the preparation and use of internal accounting information for the planning and controlling of company activities.

3 hours

BUS 540 – FOUNDATIONS IN MARKETING & MANAGEMENT

An introduction to the theory, principles and application of basic management and marketing skills and functions that are associated with the achievement of organizational effectiveness and with the marketing of the goods and services upon which that organization depends. *3 hours*

BUS 550 – FOUNDATIONS IN FINANCE

A summary of financial policy practices in the acquisition and management of funds by the firm. It applies theory to time valuation of money, financial statements, forecasting of financial statements and cash flows, capital budgeting and cost of capital. *Prerequisites: BUS 530, 560 3 hours*



BUS 560 – FOUNDATIONS IN QUANTITATIVE METHODS

An introduction to the theory, principles and application of statistical and other quantitative analytic techniques. Special emphasis on the acquisition of skills needed in preparation for BUS 660 and other core MBA courses. *3 hours*

BUS 620 – MANAGERIAL ECONOMICS

Application of economics principles to the tasks and problems faced by business managers. Focus is on the impacts of market structure, the legal/political environment, macroeconomic environment and international considerations on value-maximization decisions pertaining to resource usage, production levels and pricing strategies as practiced in imperfectly competitive markets.

Fall, Spring 3 hours

BUS 630 – MANAGERIAL ACCOUNTING

An approach to analysis of accounting data relevant to management decision-making. Topics include budgeting, differential costs in alternative decisions, allocation of costs, cost relationships, pricing, standard costing and performance evaluation. *Fall, Spring 3 hours*

BUS 640 – MANAGEMENT & ORGANIZATIONAL BEHAVIOR

An exploration of the theory, principles and application of the management skills and functions associated with the achievement of organizational effectiveness.

Fall, Spring 3 hours

BUS 641 – LEGAL, REGULATORY & ETHICAL ISSUES

An evaluation of the legal, political and regulatory systems as they affect business. Consideration is given to a study of legal structure, federal and state regulations, and the ethical responsibility of business. *Fall, Summer 3 hours*

BUS 650 – MANAGERIAL FINANCE

An examination of the role of financial management of the firm in short- and long-term resource planning. Emphasis is on the basic techniques utilized in financial decision making, valuing, cash flows, capital structure, managing working capital and optimal investment policy. *Prerequisite: BUS 630 Fall, Spring 3 hours*





BUS 660 – QUANTITATIVE ANALYSIS FOR MANAGEMENT

Examination of the theory and practice of various mathematical techniques that may be used to support managerial decisions. Topics include statistics, decision theory, inventory control, linear programming, simulations and others. *Fall, Spring 3 hours*

BUS 670 – MARKETING STRATEGY

An analysis of the marketing management decision process with particular emphasis on market opportunity analysis, strategy development, planning and the integration of marketing with overall corporate strategy.

Fall, Spring 3 hours

BUS 680 – OPERATIONS MANAGEMENT

An exploration of the design, operation and improvement of the systems that create and deliver the firm's primary goods and services. This course provides a multi-industry study of the organizational processes that produce goods and services with an emphasis on operations as part of a value chain. *Fall, Spring 3 hours*

BUS 690 – INDEPENDENT STUDY

A problem selected by the student, approved by the dean of the School of Business, and developed with the guidance and direction of a faculty member. The approval form must be signed by the dean, the director of the MBA

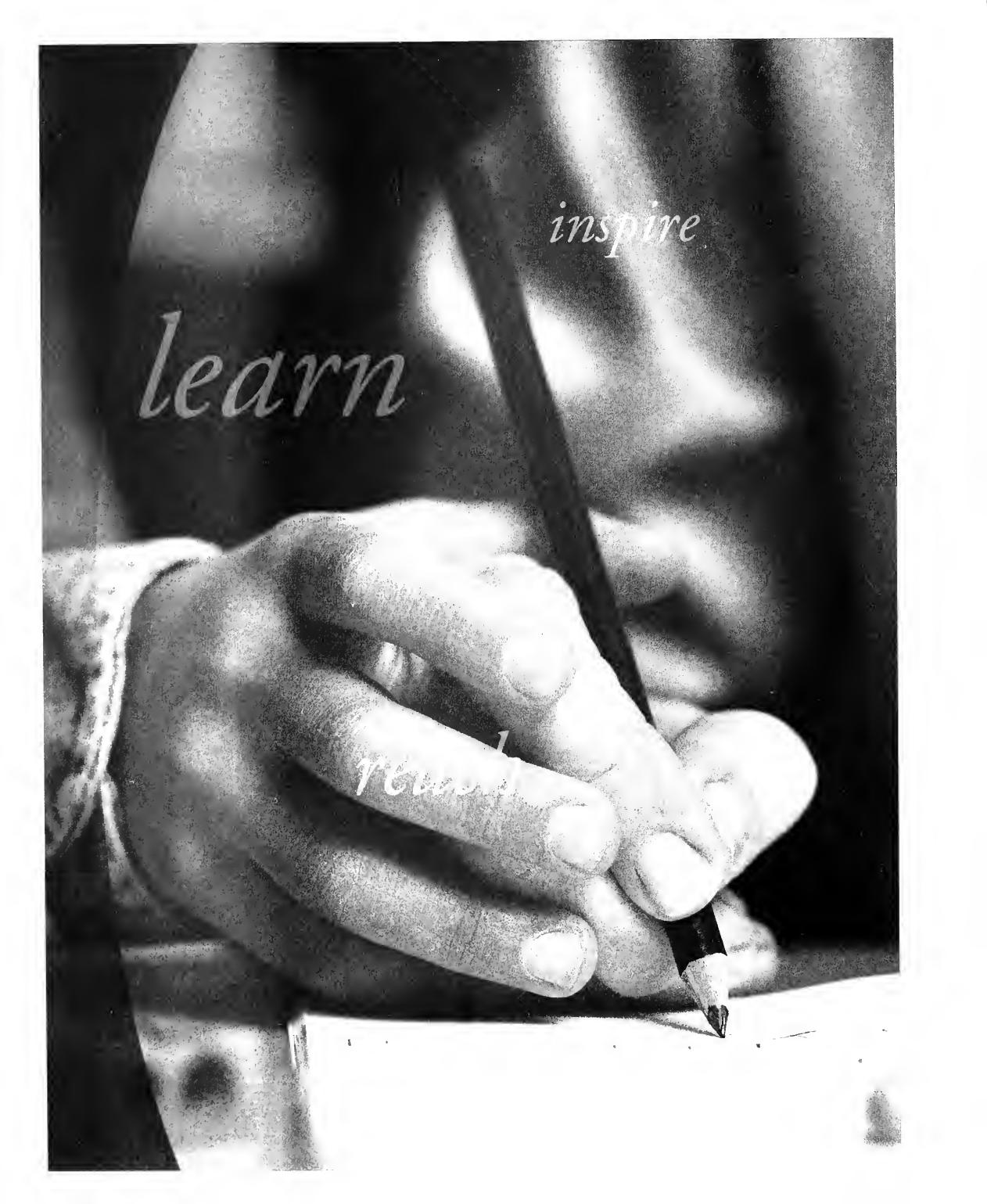
program, and the vice president for academic affairs. Activities include research (primary or library), reading and conferences with the faculty member. *Prerequisite: Completion of 18 graduate hours Fall, Spring or Summer 3 hours*

BUS 695 – SPECIAL TOPICS IN BUSINESS

An examination of significant issues, theories and practical problems in the areas of management, finance, marketing, accounting or economics. The specific topic for a given semester and the course content are selected to meet student interest and need. *Prerequisite: Varies by section; see BUS Department for more information Fall, Spring or Summer 3 hours*

BUS 699 – MANAGEMENT SEMINAR

A capstone study which examines executive-level policy and decision-making processes in setting goals, determining objectives, and developing and implementing action plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial and economic factors. *Prerequisites: Completion of 30 graduate hours including BUS 620, 630, 640, 650, 670 Spring, Summer 3 hours*



learn

inspire

now

MASTER OF EDUCATION

THE MASTER OF EDUCATION DEGREE PROGRAM is designed for the K-12 teacher who has a baccalaureate degree and a teaching license. Students take a common core of courses, and select a concentration (Reading, English as a Second Language (ESL), or Elementary Education). Licensure-Only options include Reading (K-12) and ESL (K-12).

Courses are scheduled for fall, spring, and summer so that working teachers can continue both professional service and career development simultaneously.

Core coursework enables students to:

- evaluate the goals of education and develop a personal philosophy of education
- understand individual learners and the learning process
- meet the needs of today's at-risk and linguistically, socio-economically and culturally diverse students
- effectively use computer technology in the classroom
- be a teacher researcher

- design and implement a curriculum that creatively and effectively reflects their philosophy of education and understanding of the learning process and culture of schooling

The area of concentration enables students to develop expertise in one or more instructional areas of the school curriculum in an M-

See Revised Insert

License Requirements

Students holding baccalaureate degrees from regionally accredited colleges or universities may take courses in the Master of Education program. Students may use these credits to apply to the renewal of their teaching license. It is the responsibility of students to secure approval from the State Department of Public Instruction prior to pursuing coursework. Student may also apply up to six credit hours of PBS coursework toward the Masters of Education or Licensure-Only programs.

Comprehensive Examinations

Upon completion of all courses and research, a student must pass a comprehensive written examination. All comprehensive examinations will be administered during the semester in which the student expects to receive the

degree. Each student, whether choosing the EDU 640 or EDU 650 research option, will defend her or his research project or thesis through an oral examination. A student who has completed all coursework and wishes to take only the comprehensive exams during a semester must enroll in EDU 800.

To complete the requirements for North Carolina license in ESL, a passing score on the PRAXIS Teaching English as a Second Language test is necessary.



Program of Study

CHOICES	CORE COURSES	SPECIALTY COURSES
MASTERS OF EDUCATION WITH A CONCENTRATION IN ESL 36 CREDIT HOURS	EDU 600 CURRICULUM DEVELOPMENT EDU 610 ADVANCED EDUCATIONAL PSYCHOLOGY EDU 620 PHILOSOPHY OF EDUCATION EDU 630 EDUCATIONAL RESEARCH EDU 671 READING ACROSS THE CURRICULUM EDU 650 THESIS	EDU 541 METHODS OF TEACHING ESL EDU 545 CULTURE AND THE LANGUAGE TEACHER EDU 643 SECOND LANGUAGE ACQUISITION EDU 647 ESL IN PUBLIC SCHOOLS EDU 649 ADVANCED METHODS IN TEACHING ESL ENG 605 STUDY OF LINGUISTICS
LICENSURE-ONLY IN ESL 18 CREDIT HOURS	N/A	EDU 545 CULTURE AND THE LANGUAGE TEACHER EDU 545 CULTURE AND THE LANGUAGE TEACHER EDU 643 SECOND LANGUAGE ACQUISITION EDU 647 ESL IN PUBLIC SCHOOLS EDU 649 ADVANCED METHODS IN TEACHING ESL ENG 605 STUDY OF LINGUISTICS
MASTERS OF EDUCATION WITH A CONCENTRATION IN READING 36 CREDIT HOURS	EDU 600 CURRICULUM DEVELOPMENT EDU 610 ADVANCED EDUCATIONAL PSYCHOLOGY EDU 620 PHILOSOPHY OF EDUCATION EDU 630 EDUCATIONAL RESEARCH EDU 671 READING ACROSS THE CURRICULUM EDU 650 THESIS	EDU 670 READING: PAST, PRESENT, AND FUTURE EDU 673 INTERVENTION IN THE READING PROCESS EDU 676 CLINICAL APPLICATION OF THE READING PROCESS EDU 677 TEACHING WRITING IN THE K-12 CLASSROOM
LICENSURE-ONLY IN READING 18 CREDIT HOURS	N/A	EDU 670 READING: PAST, PRESENT, AND FUTURE EDU 673 INTERVENTION IN THE READING PROCESS EDU 676 CLINICAL APPLICATION OF THE READING PROCESS EDU 677 TEACHING WRITING IN THE K-12 CLASSROOM
MASTERS OF EDUCATION WITH A CONCENTRATION IN ELEMENTARY EDUCATION 36 CREDIT HOURS	EDU 600 CURRICULUM DEVELOPMENT EDU 610 ADVANCED EDUCATIONAL PSYCHOLOGY EDU 620 PHILOSOPHY OF EDUCATION EDU 630 EDUCATIONAL RESEARCH EDU 671 READING ACROSS THE CURRICULUM EDU 650 THESIS	ONE COURSE IN EACH AREA READING ESL MATH

Master of Education Course Descriptions

EDU 541 METHODS OF TEACHING ESL

An introduction to the field of TESL, focusing on the methods and materials of teaching various language skills and knowledge areas. Attention will be given to the integrated teaching of all skills within a communicative setting. *3 hours*

EDU 545 CULTURE AND THE LANGUAGE TEACHER

A study of the basic concepts of intercultural communication, including a comparison of American cultural orientations with those of other countries. A look at how these cultural differences relate to language teaching and learning. *3 hours*

EDU 600 CURRICULUM DEVELOPMENT

Focusing on “what is learned” and “should be learned” in educational institutions, the course examines perspectives and paradigms of curriculum thought and their connection to educational practice. Attention is given to the relationships between content, pedagogic practice, assessment and curriculum orientation. Students engage in critical reflection on fundamental issues concerning the curriculum; the purpose of education, hidden and explicit learning experiences, the organization and construction of knowledge. In the development of a curriculum project, students apply this understanding to the process of improving classroom and/or institutional practices.

Fall: odd-numbered years 3 hours

ENG 605 STUDY OF LINGUISTICS

An exploration of the systematic nature of language, looking at the systems of phonology, morphology, syntax and semantics in English, and how these systems have changed over time. Attention will be given to the application of linguistic constructs in machine translation, artificial intelligence, sign language, and learning a second language. *3 hours*

EDU 610 ADVANCED EDUCATIONAL PSYCHOLOGY

An in-depth exploration of fundamental questions about teaching, learning and human development designed to facilitate more meaningful classroom teaching. The course is highly interactive with learning taking place through individual and group research projects, seminar discussions, student directed workshops and presentations; thus, facilitating the development of teachers as researchers and educational leaders. *3 hours*

EDU 620 PHILOSOPHY OF EDUCATION

An exploration of our rich cultural heritage of educational ideas. Students will explore fundamental questions of educational purpose and practice through the study of educational philosophers past and present, analysis of the philosophical perspectives and practices underlying current practice, and development of their own philosophies of education. Students are expected to become reflective about their own thought processes, their philosophical and cultural assumptions, and develop their own visions of possibilities for classroom practice congruent with their well-justified and coherently articulated educational philosophy. *Fall, even-numbered years 3 hours*

EDU 630 EDUCATIONAL RESEARCH

Organized around classroom-based inquiry and focused on the development of teachers as researchers, this course emphasizes understanding of research design and methods; reading and interpreting empirical information in professional literature; collecting and interpreting data; and linking research findings to educational practice. Also emphasized are the uses of library and Internet resources; analysis and critique of educational research; collaboration with colleagues in the research process; and an introduction to elementary statistics. *Spring, even-numbered years 3 hours*



EDU 640 RESEARCH PROJECT IN EDUCATION

An in-depth, student-initiated project including annotated bibliographies and short papers. Regularly scheduled conferences and field supervision by the research director are an integral part of the course. *3 hours*

EDU 643 SECOND LANGUAGE ACQUISITION

A broad view of second language acquisition from both psycholinguistic and sociolinguistic perspectives. Includes a comparison of first and second language learning, current theories of second language acquisition, the effect of social interaction upon speech styles, and how speech defines groups. Applications are made to second language teaching. *3 hours*

EDU 647 TEACHING ESL IN THE PUBLIC SCHOOLS

A course focusing on the particular needs of K-12 teacher: historical and legal background of bilingual and ESL education, assessment and placement of ESL learners, literacy development, content-based instruction and the adaptation of curricular materials. *3 hours*

EDU 649 SEMINAR IN ADVANCED METHODS OF TEACHING ESL

A culminating course consisting of a 30-hour K-12 practicum as well as periodic on-campus classes. Designed to provide a forum for reflective thinking about ESL teaching while acquiring greater in-depth knowledge about selected areas of ESL teaching methodology.

3 hours

EDU 650 THESIS

The student will research, write and defend orally the results of an in-depth examination of a department approved topic. Regularly scheduled conferences and field supervision by the research director are an integral part of the course. *6 hours*

EDU 670 READING: PAST, PRESENT, AND FUTURE

An in-depth study of the research and theoretical models upon which understanding of the developmental process of reading is based. Emphasis is given to critical evaluation of the issues, trends and research in the field of reading.



Students are required to plan, initiate and evaluate an action research project and to be able to articulate their findings to interested parties. *3 hours*

EDU 671 READING ACROSS THE CURRICULUM

An in-depth study of the reading and learning processes as they relate to different content areas of the curriculum. Emphasis is given to developing, evaluating, selecting and adapting instructional media to meet the needs of students working in the content area. *3 hours*

EDU 672 ASSESSMENT OF READING COMPETENCIES

Students are introduced to the developmental continuum of reading and writing behaviors as identified by the North Carolina Standard Course of Study. An in-depth study of both formal and informal procedures that may be used to identify children's progression along the continuum is undertaken. Teaching behaviors to be introduced as a response to information gained are identified and evaluated. Emphasis is given to case study work with individual children. *3 hours*

EDU 673 READING INTERVENTION STRATEGIES

Focus in this course is upon using information gained from assessment procedures to plan instruction at a group level. A review of assessment protocols is required along with examination of how they can be utilized within a classroom. Implementation of targeted instructional programs based on on-going collection and evaluation of information is required. *3 hours*

EDU 675 INTERVENTION IN THE READING PROCESS

Teachers are introduced to both formal and informal assessment procedures relating to the reading process with particular emphasis given to the latter. Teachers are required to implement a program of assessment with their own elementary public school students. In addition teachers are required to demonstrate how their instructional program in reading and writing is responsive to the findings obtained as a result of the assessment procedures. *3 hours*



EDU 676 (FORMERLY EDU 674) CLINICAL APPLICATIONS OF THE READING PROCESS

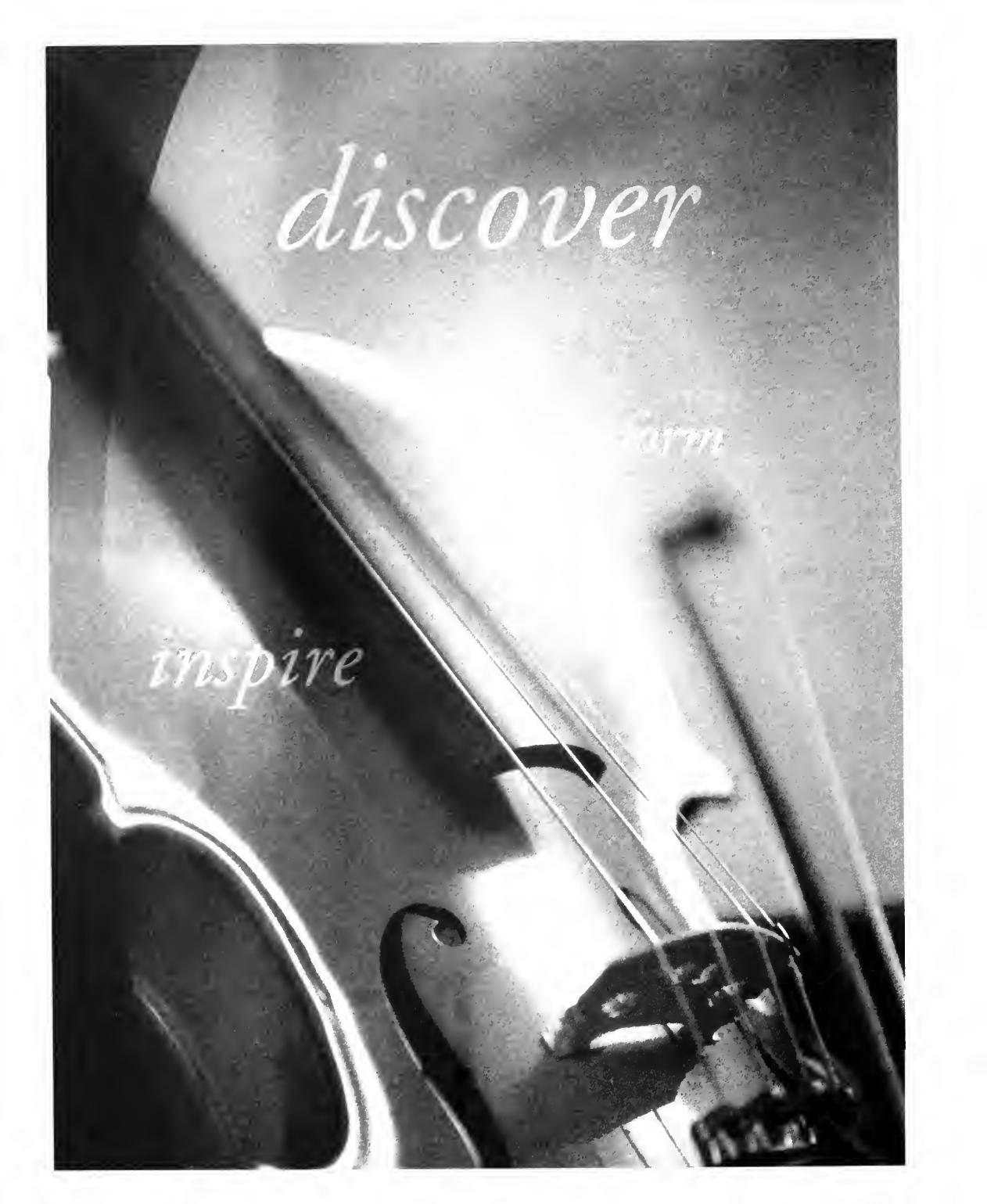
An in-depth tutoring experience with children who are experiencing severe difficulties with the reading acquisition process. Students are required to develop a profile of the child's abilities using information gained from assessment procedures administered. Students are then required to develop and implement a program of instructional intervention for themselves. *3 hours*

EDU 677 THE TEACHING OF WRITING IN THE K-12 CLASSROOM

This goal of this course is to assist teachers in developing the writing skills of K-12 students. At the conclusion of the course students will show familiarity with current theories; be able to describe and assist students at various stages of the writing process, describe and assist children learning to write who have cultural and linguistic differences, show familiarity with writing evaluation techniques, writing across the curriculum, and integrate technology in the writing process. *3 hours*

EDU 800 GRADUATE STUDY

Provides enrollment for students extending the thesis beyond two semesters and/or taking master's exams but not registered for other course. May be repeated as needed. *(P/F) Fall, Spring, Summer 1 hour*



discover

inspire

MASTER OF MUSIC *in performance and pedagogy*

THE MASTER OF MUSIC IN PERFORMANCE AND

Pedagogy is an advanced degree for the studio teacher, performer, or church musician. Its intensely practical focus is on excellent teaching, developed through research and hands-on experience. The graduate student gains teaching experience through the Meredith College Department of Music and local private studios and performing experience through the many recital opportunities both at Meredith and in the local community. Instruction and advising are highly individualized at Meredith. In addition to private lessons in applied music, many graduate music courses are taught individually or in small groups.

Specific objectives of the program are to enable the student to:

- perform advanced literature well in a variety of situations;
- continue growth in all music-related areas through research skills;
- develop teaching skills to the maximum by using a variety of techniques to teach students of all abilities and ages; and
- develop and use an advanced knowledge of music literature, history, theory, and pedagogy.

Audition

The student performs from memory about 20 minutes of music, including at least three pieces of contrasting character from different historical periods. The difficulty of the music should be comparable to undergraduate senior level, as described in the Meredith undergraduate catalogue.

The applicant will sight-read some representative scores of easy to moderate difficulty. In an interview, members of the faculty will explore the applicant's background, experience and goals.

To obtain information or further details of audition requirements for specific instruments or voice, or to schedule an audition or interview, contact:

Pre-Requisites

Entering graduate students must take department diagnostic tests in theory and in music history before formal admission into the program or before the completion of two semesters of graduate study at Meredith. The student who scores lower than 75 percent on any test will normally take the appropriate undergraduate course(s) in the area(s) of weakness, and must achieve a minimum grade of B. In some cases, a student may be re-examined to achieve the minimum score of 75 percent. Information on specific competencies tested is available in the music office. Satisfactory completion of the diagnostic tests must be accomplished before work on the Graduate Paper, Lecture-Recital, or Graduate Recital may be undertaken. Arrangements to take the diagnostic tests are made through the music office.

A student who performs music less advanced than undergraduate senior level on the audition will study applied music at the level appropriate to advancement until achieving satisfactory performance of music at the undergraduate senior level for at least one semester. The faculty will make determination of level in the principal applied study. This will occur initially at the audition, and subsequently at jury examination at the end of each semester.

Foreign Language Proficiency

Students whose principal applied study is voice will be required to demonstrate proficiency at the intermediate level in French, German, and Italian.

Program of Study

Completion of the Master of Music in Performance and Pedagogy normally requires a minimum of four regular semesters and one summer session. A candidate in Performance and Pedagogy must successfully complete a minimum of 32 semester hours of graduate work. Voice and instrumental students need to secure the services of an

accompanist in consultation with their applied instructor. Students are responsible for fees that may be charged by the accompanist. Upon completion of all other requirements, students must pass comprehensive written and oral examinations.

Required Coursework

MUA 500, 600 PRINCIPAL APPLIED STUDY AT GRADUATE LEVEL	10
MUS 620 READINGS IN PEDAGOGY	2
MUS 621 PRACTICUM IN PEDAGOGY	2
MUS 622 SELECTED TOPICS IN PEDAGOGY	2
MUS 594 SEMINARS IN MUSIC LITERATURE (TWO)	4
MUS 514 LITERATURE OF THE PRINCIPAL APPLIED	2
MUS 595 SEMINARS IN THEORY (TWO)	4
MUS 610 BASIC RESEARCH IN MUSIC	3
MUS 696 GRADUATE PAPER	1
MUA 612 LECTURE-RECITAL	1
MUA 690 GRADUATE RECITAL	1
	<hr/>
	32

Ensembles

All graduate students are strongly encouraged to participate in coached or conducted ensembles, with or without academic credit. Ensembles available to graduate students include large and small choral and instrumental ensembles, opera workshops, and piano ensemble, as listed in the departmental schedule each semester.

MUE 534 CHORAL ENSEMBLE

MUE 536 ACCOMPANYING

MUE 537 INSTRUMENTAL ENSEMBLE

MUE 538 ORCHESTRA

MUS 800 GRADUATE STUDY

Master of Music in Performance and Pedagogy Course Descriptions

MUA 500, 600* PRINCIPAL APPLIED STUDY

Studio instruction in the major instrument or voice, at a level of repertoire and skills beyond those required for baccalaureate degrees. For two to three hours' credit per semester, the student receives the equivalent of a 60-minute lesson (or two 30-minute lessons) per week. The student practices a minimum of five hours per week for each hour of credit. In addition, weekly repertoire classes are required. Determination of level is made at jury examinations held at the end of each semester. In order to complete degree requirements, the student must achieve 600 level for at least two semesters (a minimum of four hours' credit at 600 level). *2-3 hours*

MUS 514 LITERATURE OF THE PRINCIPAL APPLIED

A chronological study of principal repertoire for the student's major instrument or voice. Detailed attention, when appropriate, to compositional schools or examples important to the individual student. Analysis of selected examples; student and faculty performances of representative compositions. *2 hours*

MUS 594 SEMINAR IN MUSIC LITERATURE

Research in topics in music literature, history or performance. Different topics (selected by the instructor, the class, or individual students) will be studied each semester. Required on two occasions for the Master of Music candidate. *2 hours*

MUS 610 BASIC RESEARCH IN MUSIC

A series of assignments familiarize the student with reference material of all types necessary to conduct research in music. Assignments introduce specific problems and resources. Numerous short written assignments focus on various topics. The course culminates in presentations given by each student. This course is offered only in summer session. *3 hours*

MUS 620 READINGS IN PEDAGOGY

Prescribed readings, both pedagogical methods and repertoire, in the applied study. Instrumentalists will demonstrate literature from a repertoire reading list; singers will prepare repertoire lists appropriate for students at various levels of development. *2 hours*

MUS 621 PRACTICUM IN PEDAGOGY

Supervised teaching of at least three students, varying in ability, experience and age. The course includes a studio internship with a Meredith faculty member on a weekly basis. **2 hours**

MUS 622 SELECTED TOPICS IN PEDAGOGY

Guided study of appropriate topics. For example, pianists may focus on group teaching techniques; singers, on diction, accompanying, ensemble problems; organists, on basic organ pedagogy; violinists, on Suzuki techniques. **2 hours**

MUS 696 GRADUATE PAPER

Based on research techniques of MUS 610, the student will write a paper on a topic to be approved by the assigned faculty committee. The topic may be chosen from these or other areas: literature of the principal applied study, musicology, theory, pedagogy, performance, interpretation. Prerequisite: MUS 610 and successful completion of all portions of the diagnostic tests in theory and music history. An advisor for the paper will be assigned by the department head. Two additional committee members will be selected to read the paper and determine a grade. Guidelines covering topic approval, research and writing, and evaluation of the Graduate Paper are available in the music office. **2 hours**

MUS 595 SEMINAR IN THEORY

Research in areas of theory, such as counterpoint, form and analysis, period styles, electronic music, computer applications, systems of analysis and composition. Different topics will be studied each semester. Required for two semesters for the Master of Music candidate. **2 hours**

MUA 612 LECTURE-RECITAL*

A public presentation that combines research and performance, lasting about 45 minutes. The topic will be approved by the student's principal applied instructor and the assigned faculty committee. A document in the form of a program and/or a handout will be presented at the lecture-recital. To be presented no later than the semester following five hours of graduate credit in the principal applied study. Prerequisite: MUS 514, MUS 610, and successful completion of all portions of the diagnostic tests in theory and music history. **1 hour**

MUA 690 GRADUATE RECITAL*

A public performance, usually from memory, lasting about 60 minutes, which demonstrates work at 600 level in the student's major instrument or voice. To be given no earlier than during the last three hours of required study in the principal applied. **1 hour**

MUA 800 GRADUATE STUDY

Students who are not registered for any course or applied study during a given semester must register for Music 800 in order to be considered active in the program. A pass-fail grade will be given at the end of the semester for the course.

**There are additional charges for recitals*



serve

lead

discover

MASTER OF SCIENCE *in nutrition*

THE MASTER OF SCIENCE IN NUTRITION program at Meredith College is designed to develop in its students a firm foundation in the role of nutrients in human health and biology and the research process, and develop leaders in the field. It strives to enhance students' current areas of practice, meet professional development and continuing education needs, and encourage career advancement. After meeting core requirements, students can build upon their baccalaureate degrees in foods and nutrition, allied health, or related fields, and plan individualized programs to study specialized topics of particular interest to them.

Upon completion of the program graduates will be able to:

- apply the fundamentals of the research process and use investigative skills to study and solve problems, and/or expand the knowledge base in the area of foods, nutrition and dietetics;
- apply critical thinking skills to develop and evaluate research;
- provide service and leadership to professional and community organizations, and
- communicate effectively to professional and lay audiences.

PREREQUISITE COURSE WORK

Introductory coursework in Chemistry (8 semester hrs), Biochemistry and its prerequisites (3 hrs), Statistics (3 hrs), Animal Physiology (4 hrs), Food or Food Science (3 hrs), Basic Nutrition (3 hrs), Advanced Nutrition/Nutrient Metabolism (3 hrs). Pre-requisite coursework may be completed after admission to the degree program. Undergraduate level courses must be completed prior to enrollment in graduate level courses.

The following Meredith College course can be taken to fulfill prerequisite requirements. Course descriptions are located in the undergraduate catalogue.

BIO 322 HUMAN ANATOMY AND PHYSIOLOGY

BIO 323 VERTEBRATE PHYSIOLOGY

CHE 111 CHEMISTRY I

CHE 112 CHEMISTRY II

CHE 435 BIO CHEMISTRY

FN 124 PRINCIPLES OF FOODS

FN 227 NUTRITION

FN427 EXPERIMENTAL FOODS

FN 428 ADVANCED NUTRITION

MAT 245 STATISTICS

PSY 200 STATISTICAL METHODS IN PSYCHOLOGY

Comprehensive Examinations

All students upon completion of all other requirements, must pass comprehensive written and oral examinations successfully in order to complete the program. Minimum eligibility to write for the exam is the completion of all core coursework. Scheduling of comprehensive examinations will be arranged with the permission of and in consultation with the student's faculty advisor.

Program of Study

The program is a 35–36 hour Master of Science in Nutrition program with a focus on applied human nutrition. The curriculum contains 14 hours of core coursework emphasizing the research process, advanced study of nutrients and their role in human health and biology, and leadership development. The remaining credits are derived from elective courses in nutrition, other approved courses, and thesis or project hours. Each student, whether choosing FN 670 or FN 680, will defend his or her project or thesis through an oral examination.

Required Core Courses

FN 610 RESEARCH METHODS IN FOODS AND NUTRITION	3
FN 620 ADVANCED NUTRIENT METABOLISM I	2
FN 621 ADVANCED NUTRIENT METABOLISM II	2
FN 625 SEMINAR IN NUTRITION	2

FCS 600 CONTEMPORARY LEADERSHIP	1
FCS 645 REGRESSION ANALYSIS AND OTHER MULTIVARIATE MODELS	3

IDS 610 INFORMATION RESEARCH AND TECHNOLOGY	1
---	---

FN 680 THESIS	6
---------------	---

OR

FN 670 DIRECTED STUDY IN NUTRITION AND DIETETICS	3
--	---

Elective Courses:

FN 630 NUTRITION EDUCATION AND COUNSELING	3
---	---

FN 635 PEDIATRIC NUTRITION	3
----------------------------	---

FN 640 NUTRITION AND AGING	3
----------------------------	---

FN 645 WOMEN'S ISSUES IN NUTRITION	3
------------------------------------	---

FN 650 VITAMINS, MINERALS, AND NUTRACEUTICALS	3
---	---

FN 655 NUTRITION, PHYSICAL PERFORMANCE AND WEIGHT MANAGEMENT	3
--	---

FN 670 DIRECTED STUDY IN NUTRITION AND DIETETICS	1-3
--	-----

FN 675 TOPICS IN FOODS, NUTRITION AND DIETETICS	1-3
---	-----

Master of Science in Nutrition Course Descriptions**FN 610 RESEARCH METHODS IN FOODS AND NUTRITION**

Using the scientific method and elements of critical thinking, students will design and develop a research project to be conducted as part of their thesis or project hours. Appropriate evaluation and analyses will be applied to their proposal. Students will leave the course with a completed research proposal. *Prerequisites: IDS 610, and FCS 645 must be taken before or concurrently. 3 hours*

FN 620 ADVANCED NUTRIENT METABOLISM I

A study of the role of carbohydrates, fiber, and lipids in human nutrition and biology. Mechanisms of absorption, digestion, functions, requirements, and intermediary metabolism in cells with emphasis on integration with other nutrients and systems. Clinical significance, current issues, and critical analysis of the research and professional literature. *2 hours*

FN 621 ADVANCED NUTRIENT METABOLISM II

A study of the role of amino acids, protein, energy metabolism and food regulation in human nutrition and biology. Mechanisms of absorption, digestion, function, requirements, and intermediary metabolism in cells with emphasis on integration with other nutrients and systems. Clinical significance, current issues, and critical analysis of the research and professional literature. *Prerequisite: FN620 Advanced Nutrient Metabolism I. 2 hours*

FN 625 SEMINAR IN NUTRITION

A presentation-based course, the first part of the semester will be spent conducting a literature review on selected topics in the field. Students will develop oral presentations based on their literature review and will be required to develop and distribute a written abstract and bibliography on their topic. *2 hours*

FN 630 NUTRITION EDUCATION AND COUNSELING

An interactive course with students developing, reviewing and implementing various forms of nutrition education targeted to specific population groups. Students will develop, implement and evaluate nutrition education materials. *3 hours*

FN 635 PEDIATRIC NUTRITION

Study of the nutritional requirements and evaluation of nutritional status of infants and children. Chronic diseases, behavioral and psychological, hereditary metabolic, and neurological and developmental disorders, feeding problems, and the role of nutrition in the treatment of these special conditions in the pediatric population will be discussed. *3 hours*

FN 640 NUTRITION AND AGING

Students will review and evaluate the current literature on specific topics related to nutrition and aging. Students will be expected to interact with older adults in some sort of feeding, assessment, or nutrition related project. *3 hours*

FN 645 WOMEN'S ISSUES IN NUTRITION

A study of the diet and nutritional needs of women in growth and development, pre- and post-menopause, and in pregnancy and lactation. Review and discussion of recent literature on diet and nutrition as risk factors for chronic disease in women. Development of educational materials and counseling strategies for this population.

3 hours

**FN 650 VITAMINS, MINERALS,
AND NUTRACEUTICALS**

A study of the essential vitamins and minerals in humans. Mechanisms of absorption, digestion, functions, requirements, metabolism, and current issues. A review of functional foods, phytochemicals, herbs, and other biologically active compounds in foods, and their relevance to the prevention and treatment of disease. Critical analysis of the research and professional literature. *3 hours*

**FN 655 NUTRITION, PHYSICAL PERFORMANCE
AND WEIGHT MANAGEMENT**

A study of diet and nutrition needs of athletes and physically active people, including nutrition assessment and counseling of this population. Nutrition facts and fallacies in sport nutrition, efficacy of supplements, specialized foods, and ergogenic aids on the enhancement of physical performance. Basic concepts and current issues in weight management and obesity, including etiology, and treatment. *3 hours*

**FN 670 DIRECTED STUDY IN NUTRITION
AND DIETETICS**

Individual student investigation of selected topics in the field of nutrition and dietetics.

Prerequisite: permission of graduate advisor. 1-3 hours

**FN 675 TOPICS IN FOODS, NUTRITION,
AND DIETETICS**

Advanced study of a variety of current, new, and/or controversial topics in the field of foods, nutrition, and dietetics.

Prerequisite: permission of graduate advisor. 1-3 hours

FN 680 THESIS

Research in nutrition and dietetics directed by a graduate committee. Prerequisites: FN610, FCS 645, and permission of graduate advisor. *6 hours*

FCS 600 CONTEMPORARY LEADERSHIP

Study of the concepts of leadership, and the characteristics of leaders. Application of the tools, skills and resources to serve as innovative and effective leaders, active citizens and professionals. Professional ethics, communication, conduct, and collaboration among diverse groups will also be discussed.

1 hour

**FCS 645 REGRESSION ANALYSIS AND
OTHER MULTIVARIATE MODELS**

This course begins with linear regression and building models for estimation and prediction in the biological sciences. The same concepts will be examined using multiple regression and residual analysis will be added. Topics also will include analysis of variance and covariance, basic concepts of experimental design, and ethical issues in data analysis and interpretation. Statistical software will be used. *Prerequisites: completion of program prerequisites, which includes an approved 3-hour undergraduate statistics course or a competency test. 3 hours*

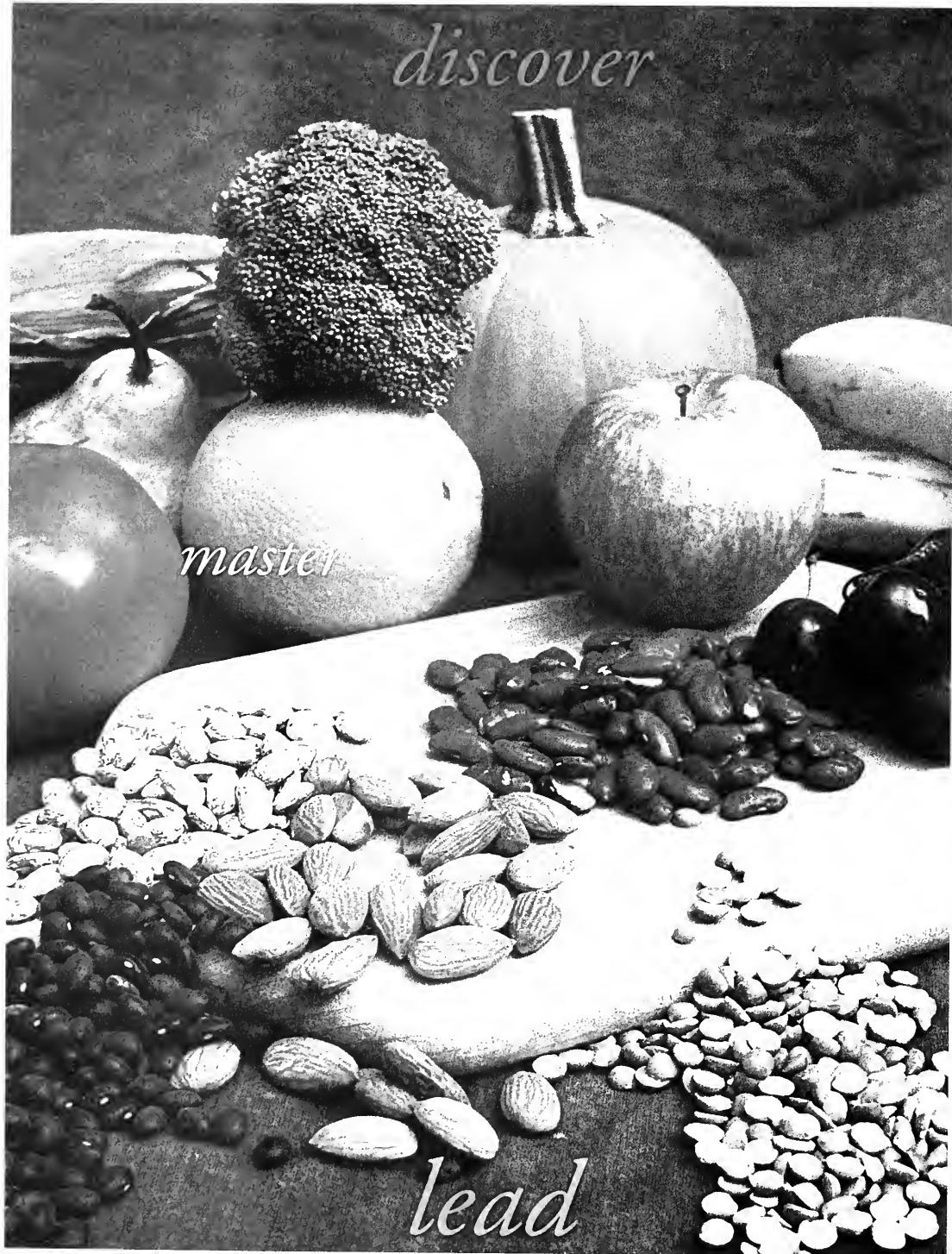
**IDS 610 INFORMATION RESEARCH
AND TECHNOLOGY**

An interactive course in which students use the computer network and library information resources in all formats to conduct literature searches. Students will practice accessing and evaluating information relevant to their thesis or project research in government documents, Medline, and other resources. *1 hour*

discover

master

lead



DIETETIC INTERNSHIP

Internship Philosophy

CONGRUENT WITH THE MISSION AND GOALS of the John E. Weems Graduate School and Meredith College, the Dietetic Internship builds on the academic preparation of Dietetic Programs in Dietetics. It provides the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. Students will gain solid understanding and experience in normal and clinical nutrition, public health nutrition, and food service management. They will apply nutritional principles to all stages of the life cycle, disease prevention, control of disease process, and restoration of health through effective communication and in the context of human relationships. The program, which admits qualified men and women, strives to create a supportive, diverse, and intellectually rigorous environment for dietetic education. Analytical and conceptual skills will be further developed through graduate course work. Students will develop the knowledge, skills, and values that will prepare them to assume leadership roles and strive for professional competence, productivity, and service to society.

Internship Goals

Upon completion of the Dietetic Internship program, students will be able to:

1. meet or exceed competency expectations for entry-level dietitians;
2. pursue careers in the various areas of dietetic practice;
3. successfully complete the registration examination for dietitians;
4. provide leadership and service professionally and to the community; and
5. pursue a course of life-long learning through continuing education opportunities.

Application Procedures

The applicant can request an application package from the John E. Weems Graduate School. The following materials must be submitted for application to the Dietetic Internship director:

1. a completed Declaration of Intent to Complete Degree and ADA-Minimum Academic Requirements or an ADA Verification Statement signed by the applicant and the program director of the Didactic Program in Dietetics. A valid Verification Statement stating successful completion of an ADA-approved Didactic Program in Dietetics must be submitted before the applicant can enter the internship;
2. an official baccalaureate transcript from a regionally-accredited college or university, plus official transcripts from all other post-secondary institutions the applicant has attended;
3. a completed ADA application (most recent version) which includes educational background, work experience or internships, activities, and honors;
4. three letters of recommendation from people with knowledge of the applicant's professional potential and character: (one from the DPD program director, one from a professor, and one preferably from a supervisor);
5. letter of application stating professional and educational goals and the reasons for choice of this dietetic internship; Test of English as a Foreign Language (TOEFL) scores (for international students only); and
6. a non-refundable application fee of \$50.00 payable to the John E. Weems Graduate School.

The postmark deadline for the application package and the D&D mark/sense card is February 15 (date may vary slightly from year to year. Check current ADA publications or DPD director for exact deadline date each year.) All

applicants to Dietetic Internships (DI) and most Pre-Professional Practice Programs (AP4) must participate in computer matching. Applicants should request instructions and mark/sense card to prioritize their DI or AP4 preferences. Applicants should request this material from D&D Digital Systems. This request should be made to allow turnaround time for submitting the completed mark/sense card by the February 15 postmark deadline. There is no charge for this material. However, there is a \$50.00 charge for computer matching that is due with the applicant's prioritized ranking.

Address requests to:

D&D Digital Systems
304 Main Street, Suite 301
Ames, IA 50010
(515) 292-0490

Admission Criteria

Applicants for admission must submit all materials listed under Application Procedures. In addition, applicants must have a minimum undergraduate GPA of 2.5/4.0 overall, or for the last 60 hours of coursework verified by transcripts from all institutions, and approval by the Dietetic Internship program selection committee.

Master in Nutrition Program

Admission to the MS degree in Nutrition and the Dietetic Internship programs at Meredith College requires separate applications. Acceptance into the MS program does not imply acceptance into the Dietetic Internship program or vice versa. Students seeking admission into the Dietetic Internship program should follow the application procedures established by the American Dietetic Association and the Meredith College Dietetic Internship program. Students successfully completing the Meredith College Dietetic Internship program can transfer ten graduate credit hours to the MS in Nutrition program, and those who complete Dietetic Internships elsewhere may be eligible to transfer up to six graduate credits into Meredith's MS in Nutrition program.

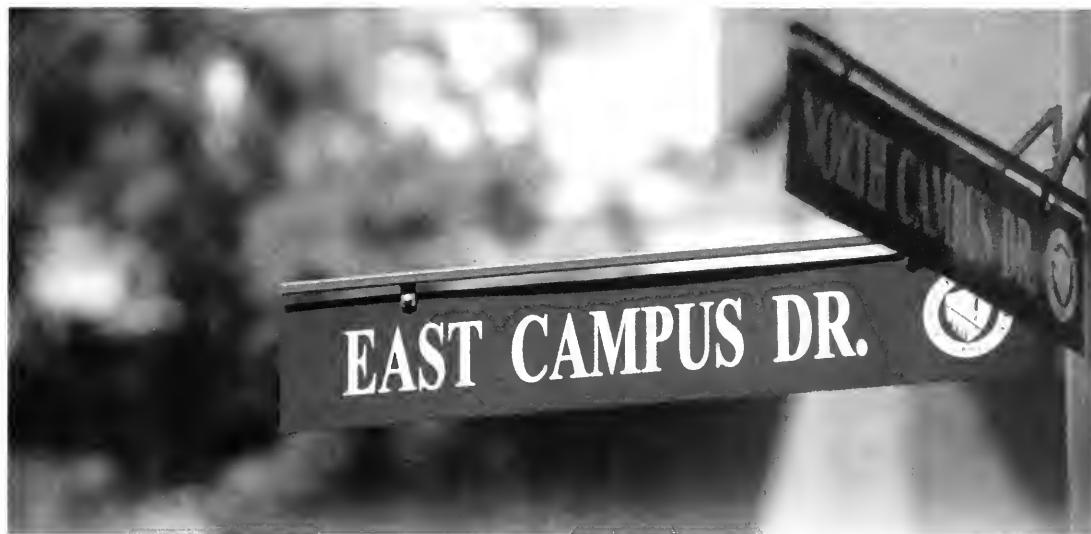
For more information, please contact:

Meredith College
Department of Human Environmental Sciences
3800 Hillsborough Street
Raleigh, NC 27607-5298
Telephone: (919) 760-8419
Email: DI@meredith.edu

Notification of Admission

The applicant will receive notification of the results of the computer matching from D&D Digital Systems by overnight mail or e-mail. Applicants should call or fax the Dietetic Internship Director to confirm their acceptance of the match to the Dietetic Internship at Meredith College by the designated appointment date (check current ADA literature for exact date each year). A letter confirming acceptance to the appointment must be postmarked, or sent by fax, within 24 hours after the phone call.





Certification

The student who successfully completes the dietetic internship program will receive a program Verification Statement signed by the program director. This allows the student to sit for the Registration Examination for Dietitians.

Program of Study

Students must take two three-hour graduate level courses: Advanced Clinical Nutrition Seminar (fall) and a course of their choice. In addition, students will complete three rotations in clinical nutrition, food service management, and community nutrition, and a three-week enrichment rotation of their choice. Students will go on local field trips and have opportunities to attend regional or national professional meetings. Students who successfully complete the Dietetic Internship program of Meredith College can transfer ten credit hours to the Master of Science in Nutrition program.

Course Descriptions Dietetic Internship

FN 601 ADVANCED CLINICAL NUTRITION SEMINAR

Advanced study of the relationship between nutrition and selected pathophysiological conditions. Discussion of the

role of nutrition in the prevention, treatment and rehabilitation of those conditions. Ethical and legislative issues in dietetics will be discussed

Graduate Level Elective

For their second course, Dietetic Internship students will select from the graduate level elective courses offered each spring semester. For a complete list of elective courses see the Master of Science in Nutrition program section in this catalogue (see page 35).

FN 603 FOOD SERVICE MANAGEMENT (SUPERVISED FIELD EXPERIENCE)

FN 604 CLINICAL NUTRITION (SUPERVISED FIELD EXPERIENCE)

FN 605 COMMUNITY NUTRITION (SUPERVISED FIELD EXPERIENCE)

FN 606 ENRICHMENT ROTATION

Accreditation Status

The Meredith College Dietetic Internship program is accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association.

A high-contrast, black and white photograph of a wall. On the left, a large, dark, stylized eye is visible, looking towards the right. In the center, there is a window with a grid pattern. Below the eye and window, a large, curved, and slightly slanted text is written in a light color. The text reads:

YE SHALL KNOW THE TRUTH AND
THE TRUTH SHALL MAKE YOU FREE

At the bottom center of the wall, there are two small, circular holes. The background is dark and textured.

YE SHALL KNOW THE TRUTH AND
THE TRUTH SHALL MAKE YOU FREE

GRADUATE SCHOOL FACULTY and Staff Directory

FACULTY

THE FACULTY AT MEREDITH COLLEGE ARE central to its function as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers as well as research scholars. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the surrounding communities and churches.

More than 76 percent of the full-time faculty have earned the doctorate or other terminal degrees. Advanced degrees earned by the faculty represent approximately 75 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

In addition, Meredith, by its location, has the opportunity to supplement its faculty with expertise from the business, governmental, educational, and cultural resources directly accessible to Raleigh.

(Dates in parentheses indicate the year in which the individual joined Meredith.)

ADMINISTRATION

Central Administration

MAUREEN A. HARTFORD, ED.D. (1999)
President

ROSALIND R. REICHARD, PH.D. (2000)
Vice President, Academic Affairs

WILLIAM F. WADE, JR., B.S., C.P.A. (1986)
Vice President, Business and Finance

Graduate and Professional Studies

CLAIRE MCCULLOUGH (2002)
Assistant Vice President

HELEN FALLWELL (2001)
Receptionist

KAREN SAMPSON (1996)

Assistant

Graduate School

DEBORAH J. HORVITZ, M.S.ED. (2001)
Director, Graduate Studies

LARA J. KINAS, B.S. (2001)
Assistant Director, Graduate Studies

LAURA G. MCCLAIN B.S. (2000)
Research and Operations Manager

School of Business

SIDNEY ADKINS, ED.D. (2001)
Dean

WENDY DEDZINS (2000)
Director, MBA Program

DIANNE G. PARKER (1996)
Assistant to the Dean

Department of Education

LINDA HUBBARD, PH.D. (2002)
Dean

ELLEN GRADEN, PH.D. (1996)
Program Director, Graduate Studies in Education

IESHA CLEVELAND (2001)
Departmental Assistant

Department of Music

W. DAVID LYNCH, D.M.A. (1969)
Department Head

JAMES C. B. FOGLE, PH.D. (1977)
Coordinator, Music Graduate Studies

JEANETTE ROGER (1986)
Departmental Assistant

Department of Human Environmental Sciences

DEBORAH TIPPETT, PH.D. (1987)
Department Head

WILLIAM H. LANDIS, PH.D., R.D. (1996)
Program Director, Graduate Studies in Nutrition

DEBRAH BARISH, M.AG. (1990)
Program Director, Dietetic Internship

ALYCE TOWNSEND (1986)
Departmental Assistant

FACULTY

ALAN I. AMMANN, D.B.A. (1990)
Associate Professor of Business
 B.S., MBA, D.B.A., Mississippi State University

DEBRAH BARISH, M.AG. (1990)
Adjunct Instructor of Human Environmental Sciences
 B.S., M.Ag., University of Florida

M. TONY BLEDSOE, ED.D. (1981)
Associate Professor of Business
 B.S., Atlantic Christian College;
 A.M., Appalachian State University;
 Ed.D., University of North Carolina at Greensboro

V. GLENN CHAPPELL, PH.D. (1991)
Associate Professor of Business
 B.S., North Carolina State University;
 Ph.D., University of Tennessee

JAMES L. CLYBURN, M.S. (1958)
Professor Emeritus of Music
 A.B., Elon College;
 M.S., Juilliard School of Music

LISBETH BRITTAINE CARTER, M.M. (1994)
Adjunct Instructor of Music
 A.M., Boston Conservatory of Music;
 M.M., Meredith College

JAMES C.B. FOGLE, PH.D. (1977)
Professor of Music
 A.B., Elon College;
 A.M., Ph.D., University of North Carolina at Chapel Hill

LISA M. FREDENBURGH, D.M.A. (1996)
Assistant Professor of Music
 A.B., Luther College;
 M.M. (voice), M.M. (conducting), D.M.A.,
 University of Arizona

EDWARD FULLER, PH.D. (1995)
Adjunct Assistant Professor of Business
 B.S. Old Dominion University
 MBA, Ph.D. Florida Atlantic University

PHYLLIS W. GARRISS, M.M. (1951)
Professor Emerita of Music
 A.B., M.B., Hastings College;
 M.M., Eastman School of Music

LYNNE GREGORIO, PH.D. (1998)
Adjunct Assistant Professor of Mathematics
 B.S., M.S., Ph.D., North Carolina State University

ELLEN GRADEN, PH.D. (1996)
Assistant Professor of Education
 A.B., Murray State University;
 A.M., University of Kentucky;
 Ph.D., Ohio State University

JUDY HOLLEY, PH.D. (1998)
Adjunct Assistant Professor of Business
 B.S., Auburn University;
 A.M., Georgia State University;
 Ph.D., Auburn University

ROSEMARY T. HORNAK, PH.D. (1977)
Professor of Psychology
 A.B., Wheeling College;
 A.M., Ph.D., Ohio State University

MARY KIRCHNER, PH.D. (1999)
Adjunct Assistant Professor of Business
 B.A., University of Alabama;
 M.A., University of Iowa;
 M.Acc., Ph.D., University of Tennessee

WILLIAM H. LANDIS, PH.D., R.D. (1996)
Associate Professor of Human Environmental Sciences
 B.A., Guilford College;
 M.S., Ph.D., University of North Carolina at Greensboro

GRAY LIGON, PH.D., J.D. (1995)
Associate Professor of Business
 B.S., University of Alaska;
 M.I.M., American Graduate School of
 International Management;
 Ph.D., University of Tennessee;
 J.D., University of Puget Sound

ROSE J. LIPPARD, MBA, J.D. (1989)
Assistant Professor of Business
 A.B., Meredith College;
 MBA, American University;
 J.D., George Washington University

TOM LOHR, M.M. (1979)*Adjunct Instructor of Music*B.M., University of North Carolina at Chapel Hill;
M.M., University of Kentucky**KENT LYMAN, D.M. (2000)***Associate Professor of Music*B.M., University of Utah;
M.M., Indiana University;
D.M., Indiana University**W. DAVID LYNCH, D.M.A. (1969)***Professor of Music*B.M., Oberlin College;
M.M., D.M.A., Performer's certificate,
Eastman School of Music of the University of Rochester;
Akademie "Mozarteum," Salzburg, Austria**MONICA B. MCKINNEY, PH.D. (2000)***Assistant Professor of Education*

A.B., Ph.D., University of North Carolina at Chapel Hill

SUSAN FISHER, PH.D. (1998)*Assistant Professor of Human Environmental Sciences*B.S., M.S., Florida State University;
Ph.D., University of Tennessee**PAMELA NELSON, M.M. (1977)***Adjunct Instructor of Music*B.M., Southern Illinois University;
M.M., North Carolina School of the Arts**REBECCA J. OATSVALL, PH.D. (1984)***Professor of Business*

B.S., M.Acc., Ph.D., University of South Carolina

WETONAH RICE PARKER, ED.D. (1993)*Associate Professor of Education*B.S., Ball State University;
M.Ed., North Carolina Central University;
Ed.D., North Carolina State University**THOMAS PENCEK, D.B.A. (1998)***Associate Professor of Business*B.S., State University College at Fredonia;
M.B.A., D.B.A., Mississippi State University**JACK ROLLER, D.M.A. (2000)***Associate Professor of Music*B.M.Ed., M.M.Ed., M.M.,
University of Tulsa; D.M.A., University of Kansas**JODY ROUBANIS, PH.D., R.D. (1997)***Assistant Professor, Human*Environmental Sciences A.A., Orange Coast College;
B.S., California State University;
Ed.D., North Carolina State University**SHERRY SHAPIRO, ED.D. (1989)***Associate Professor of Dance*A.B., A.M., Appalachian State University;
Ed.D., University of North Carolina at Greensboro**TIMOTHY W. SPARKS, MUS.M. (1993)***Adjunct Instructor of Music*Mus.B., University of North Carolina at Chapel Hill;
Mus.M., Eastman School of Music of the University
of Rochester**LOUISE TAYLOR, PH.D. (1978)***Professor of English*A.B., Swarthmore College;
M.A.T., Duke University;
A.M., Ph.D., Florida State University**ANTHONY J. VAGLIO, JR., PH.D. (1977)***Professor of Music*A.B., Adelphi University;
M.M., Butler University;
Ph.D., Eastman School of Music of the
University of Rochester**DOUGLAS J. WAKEMAN, PH.D. (1984)***Professor of Business*A.B., Ph.D., University of North Carolina
at Chapel Hill**BETH A. WEIR, ED.D. (1988)***Professor of Education*B.Ed., Massey University;
M.Ed., Ed.D., North Carolina State University**ELLEN WILLIAMS, D.M. (1992)***Associate Professor of Music*A.B., Meredith College;
M.M., New England Conservatory;
D.M., Florida State University**ANNE YORK, PH.D. (1999)***Assistant Professor of Business*B.S., Elon College; M.S., University of North Carolina at
Charlotte; Ph.D., North Carolina State University

MEREDITH COLLEGE CALENDAR 2002-2003

Fall Semester 2002

Arrival of new students	SAT AUG 17
Registration	MON AUG 19
Freshman Register	TUE AUG 20
Classes begin	WED AUG 21
Last day to drop a course without paying	TUE AUG 27
Last day to add a course	TUE AUG 27
Labor Day Holiday—No classes held	MON SEP 02
Last day to make a grading change	WED SEP 18
Mid-Term	TUE OCT 08
Progress Reports due at 12:00 Noon	Fri OCT 11
Autumn recess begins at 5:00 p.m.	FRI OCT 11
Classes resume at 8:00 a.m.	WED OCT 16
Last Day to withdraw from a class	TUE OCT 29
Thanksgiving recess begins end of class day	TUE NOV 26
Classes resume at 8:00 a.m.	MON DEC 02
Last day of classes	THU DEC 05
Reading day; music juries	FRI DEC 06
Final Examinations	SAT DEC 07- MON DEC 16
Commencement	SAT DEC 14

Spring Session 2003

Registration	TUE JAN 07
Classes begin	WED JAN 08
Last day to drop a course without paying	TUE JAN 14
Last day to add a course	TUE JAN 14
Holiday-Martin Luther King Day	MON JAN 20
Last day to make a grading change	WED FEB 05
Founders' Day	MON FEB 17
Mid-Term	WED FEB 26
Progress Reports due at 12:00 Noon	MON MAR 03
Spring recess begins at 5:00 p.m.	FRI MAR 07

Classes resume at 8:00 a.m.	MON MAR 17
Last Day to withdraw from a class	FRI MAR 21
Easter recess begins at 5:30 p.m.	THU APR 17
Classes resume at 8:00 a.m.	TUE APR 22
Last Day of Class	MON APR 28
Reading day; music juries	TUE APR 29
Final Examinations	WED APR 30 —THU MAY 08
Commencement	SUN MAY 11

Summer Session 2003

First three-week session	May 19-June 6
Second three-week session	June 9-27
Third three-week session	June 30-July 19
First six-week evening session	May 12-June 20
Second six-week evening session	June 23-July 31
First six-week day session	May 19-June 27
Second six-week day session	June 9-July 19

Summer classes do meet on Memorial Day, May 26.

Summer classes do not meet on Independence Day, July 4.

Opening day of class for 2003-2004	
Academic Year	WED AUG 20
Commencement for December 2003	SAT DEC 13
Commencement for May 2004 not approved	

This calendar is subject to periodic review and change. Such changes will be distributed to the Meredith community and will be available in the registrar's office. Revised 4/4/02

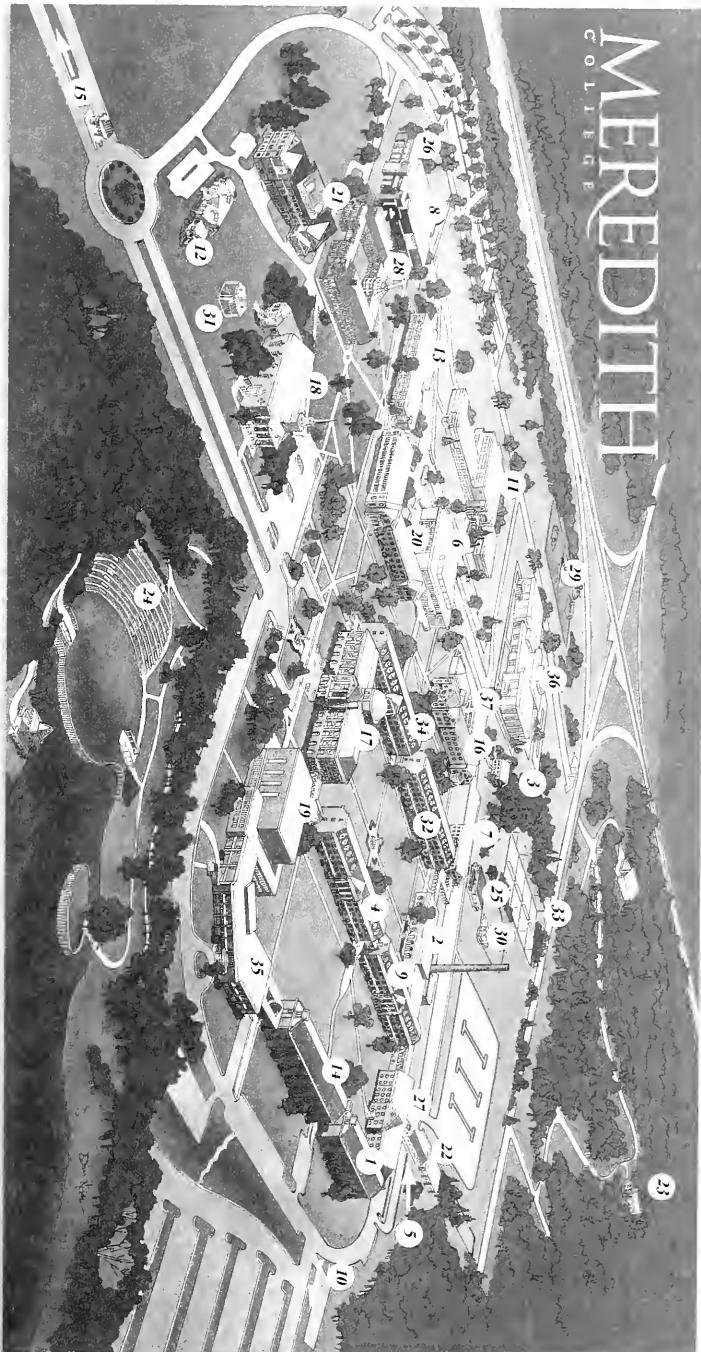
INDEX

Academic Advising	22	Directory, Faculty and Staaff	47-49
Academic Policies	19	Distance Learning Credit	20
Academic Warning	20	Dropping a Course	21
Accreditation	8	Education, Master of	29-33
Adding a Course	21	Comprehensive Examinations	29
Admissions, Master's Programs	11-15	Course Descriptions	31-33
Admissions, Dietetic Internship	44	License Renewal Credits	29
Admission Testing Requirements	14, 15	Program of Study	30 .
Appeals Process	20	Financial Assistance	17 .
Application Procedures, Dietetic Internship	43	General Information	7-9 .
Application Procedures, Master's Programs	11-12	Grade Changes and Corrections	20 .
Auditing a Course	20	Grading	19, 20 .
Business Administration, Master of	25-27	Graduate Management Admission Test (GMAT)	14, 15 .
Course Descriptions	25-27	Graduate Record Exam (GRE)	15 .
Prerequisite Coursework	25	Guiding Principles of the John E. Weems Graduate School	8 .
Program of Study	25	Historic Statement of Purpose	7 .
Calendar	50	Honor Code Policy	8, 9 .
Catalogues	19	Inclement Weather	9 .
Commencement	22	Leaves of Absence	21 .
Cooperating Raleigh Colleges Credit	14	Meredith College Statement of Mission	7 .
Degree Requirements	22	Miller Analogies Test (MAT)	15 .
Dietetic Internship	43-45	Music in Performance and Pedagogy, Master of	35-37 .
Accreditation Status	45	Audition	35 .
Application Procedures	43, 44	Course Descriptions	36, 37 .
Certification	45	Ensembles	36 .
Course Descriptions	45	Foreign Language Proficiency	35 .
Graduate Level Elective	45	Prerequisites	35 .
Internship Goals	43	Program of Study	35, 36 .
Internship Philosophy	43	Required Coursework	36 .
Notification of Admission	44	Nutrition, Master of Science in	39-41 .
Program of Study	45	Comprehensive Examinations	39 .
Director's Message	5	Course Descriptions	40, 41 .
		Elective Courses	40 .

Prerequisite Corsework	39
Program of Study	39
Required Core Courses	40
Parking	17
Post-Baccaluareate Study (PBS)	14
President's Message	4
Registration	19
Scholarships, Business Administration	17
Scholarships, Music	17
Special Studies	21, 22
Student Services	22, 23
Teacher Tuition Assistance	17
Technical Proficiency	13
Transfer Credit	20
Tuition and Fees	17
Visiting Students	14
Withdrawals	21

MEREDITH

COLLEGE



Campus Map

1 Barefoot Residence Hall
 2 Beck Dining Hall (Wainwright Conference Suite)
 3 Brever House (Intranet Care, Teaching Lab)
 4 Brewer Residence Hall
 5 Campus Police/Copy Center
 6 Carlyle Campbell Library
 7 Carroll Health Center
 8 Cate Student Center (Kresge Auditorium, Student Activities Center)
 9 Farndale Residence Hall
 10 **Faircloth Street Entrance**
 11 Gadd-Hannick Art Center (Frankie G. Weems Art Gallery)
 12 Grimmer-Alumnae House
 13 Harris Building (Mathematics, Computer Science, School of Business)
 14 Helmman Residence Hall
 15 **Hillborough Street Entrance**
 16 Hunter Hall (Biology, Chemistry, Human Environmental Sciences)
 17 Johnson Hall (Administration)
 18 Jones Chapel
 19 Jones Hall (Auditorium, Studio Theater, Learning Center)
 20 Jowett Hall (History/Political Science, English, Foreign Languages, Religion/Philosophy)
 21 Ledford Hall (Psychology, Education, Sociology & Social Work)
 22 Facilities Services
 23 **Varbrough Research Center**
 24 McRae Amphitheater & Meredith Lake
 25 Noel House (Technology Services)
 26 Park Center (Executive and Professional Programs, The John E. Weems Graduate School, Student Development Offices)
 27 Poole Residence Hall
 28 Science and Mathematics Building (complete in 2003)
 29 Soccer Field, Driving Range
 30 Softball Field
 31 Spangler Gazebo and Garden
 32 Springfield Residence Hall
 33 Tennis Courts
 34 Vann Residence Hall
 35 Wainwright Music Building (Garswell Concert Hall, Music, Communication & Theatre)
 36 Weatherpoon Physical Education-Dance Building, (gymnasium, dance studio, pool, Parker Fitness Center)

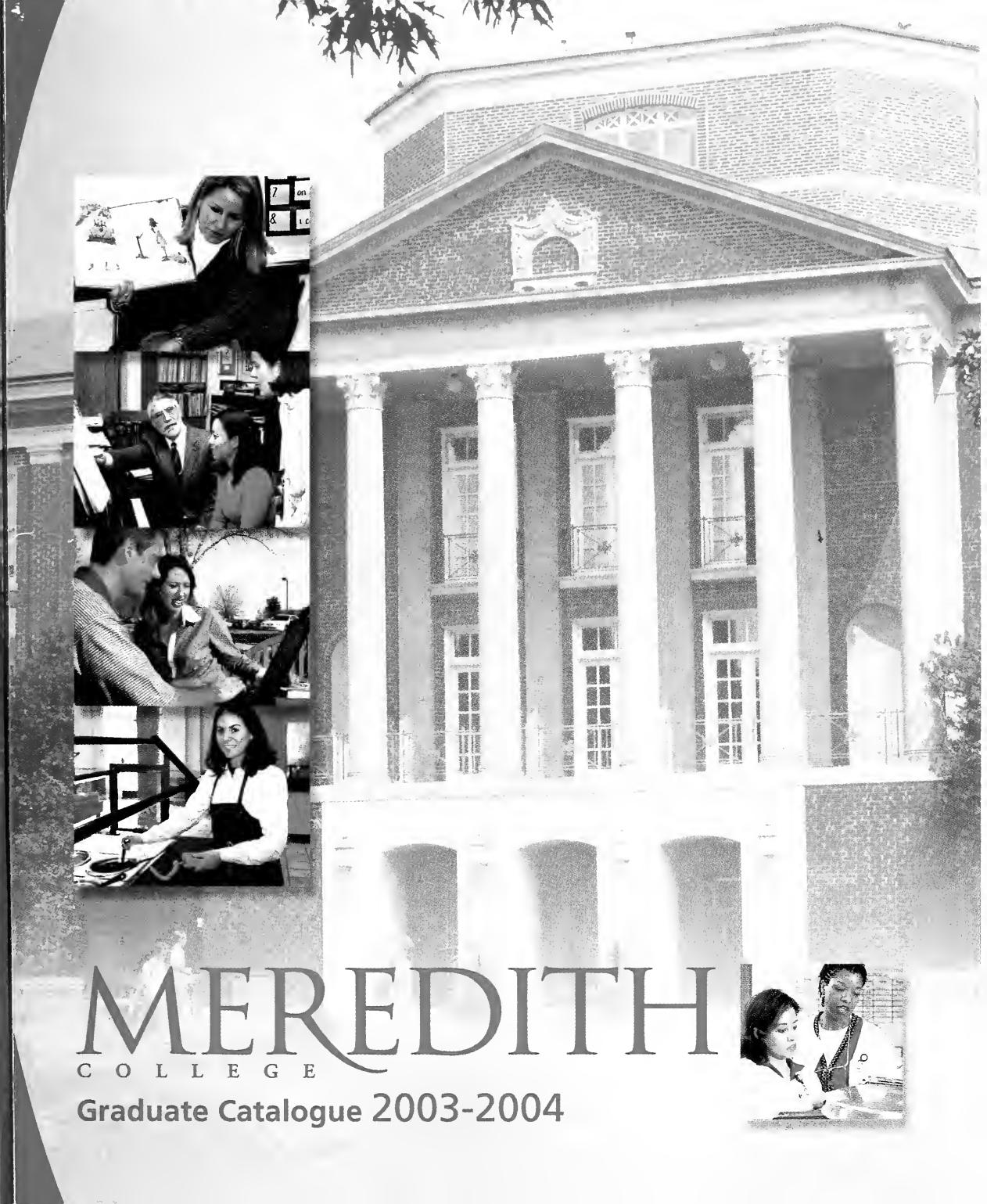
MEREDITH

C O L L E G E

Office of Admissions
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298
(919) 760-8581, or 1-800-MEREDITH
email:admissions@meredith.edu

www.meredith.edu

NON-PROFIT ORG.
U.S. Postage
PAID
Raleigh, NC
Permit No. 369



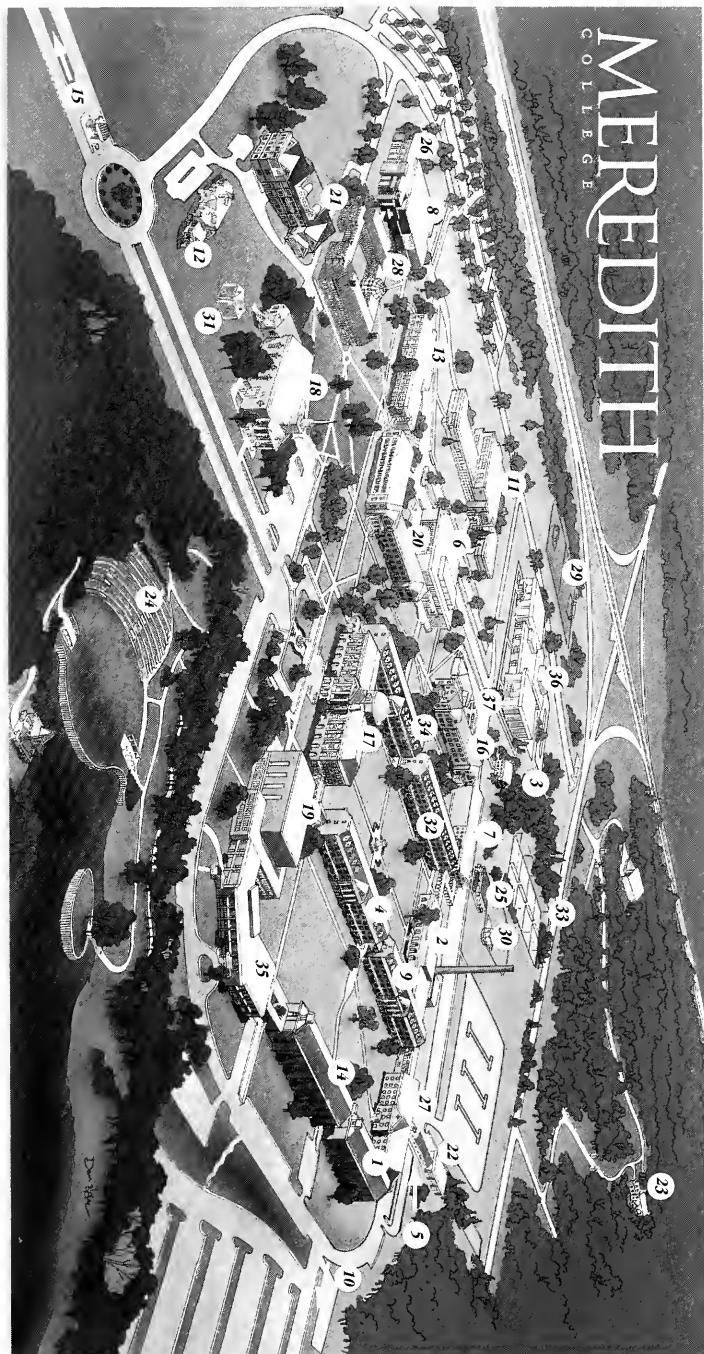
MEREDITH

C O L L E G E

Graduate Catalogue 2003-2004

MEREDITH

COLLEGE



Campus Map

1. Bantfoot Residence Hall
2. Belk Dining Hall (Wainwright Conference Suite)
3. Brewer House (Infant Care/Teaching Lab)
4. Brewer Residence Hall
5. Campus Police/Copy Center
6. Caudle/Campbell Library
7. Carroll Health Center
8. Gate Student Center (Kresge Auditorium; Student Activities Center)
9. Fairchild Residence Hall
10. **Fairchild Street Entrance**
11. Gandy-Haunert Art Center (Frankie G. Weens Art Gallery)
12. Grimmer Alumniae House
13. Harris Building (Mathematics, Computer Science, School of Business, Graduate School, Student Development Offices)
14. Helmuth Residence Hall
15. **Hillsborough Street Entrance**
16. Hunter Hall (Biology, Chemistry, Human Environmental Sciences)
17. Johnson Hall (Administration)
18. Jones Chapel
19. Jones Hall (Auditorium; Studio Theater; Learning Center)
20. Lower Hall (History/Political Science; English, Foreign Languages, Religion/Philosophy)
21. Ixford Hall (Psychology; Education, Sociology & Social Work)
22. Facilities Services
23. Masee House (President's Residence)
24. McIver Amphitheater & Meredith Lake
25. Noel House (Technology Services)
26. Park Center (Executive and Professional Programs; The John E. Weens
27. Polet Residence Hall
28. Science and Mathematics Building (complete in 2003)
29. Soccer Field/Driving Range
30. Softball Field
31. Spangler Greenhouse and Garden
32. Springfield Residence Hall
33. Tennis Courts
34. Vann Residence Hall
35. Wainwright Music Building (Carswell Concert Hall; Music, Communication & Theatre)
36. Weatherup Physical Education-Dance Building
37. Varnrough Research Center

The John E. Weems Graduate School at Meredith College

MASTER OF BUSINESS ADMINISTRATION

MASTER OF EDUCATION

MASTER OF MUSIC

MASTER OF SCIENCE IN NUTRITION

DIETETIC INTERNSHIP

Volume 11
2003–2004

The John E. Weems Graduate School intends to adhere to the rules, regulations, policies, and related statements included herein, but reserves the right to modify, alter, or vary all parts of this document with appropriate notice and efforts to communicate these matters.

Meredith College does not discriminate in the administration of its educational and admissions policies, scholarship and loan programs, athletic and other school-administered programs, or in access to its programs and activities on the basis of race, creed, sexual orientation, national or ethnic origin, gender, age, or disability.

How to use this Catalogue and Handbook

Our goal in creating this edition of the Graduate Catalogue and Student Handbook is to put at your fingertips virtually everything you need to know to get the most out of your graduate school experience at Meredith College.

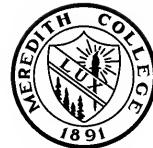
Look to the Graduate Catalogue section for details on your academic program, including academic policies, program requirements, course descriptions, faculty, and fees.

Check out the Student Handbook section for information on a wide range of student activities and services, campus policies, and important dates and phone numbers.

We welcome your comments to help make future versions of this publication even more useful for our graduate students. Please contact the Graduate Studies Office at 760-8423 or at graduate@meredith.edu with suggestions.

CONTENTS

INTRODUCTION	4-9
PRESIDENT'S MESSAGE	4
DIRECTOR'S MESSAGE	5
GENERAL INFORMATION	6-9
GRADUATE CATALOGUE	10-53
ADMISSIONS	10-15
ACADEMIC POLICIES	16-25
FEES AND FINANCIAL ASSISTANCE	26-27
GRADUATE PROGRAMS	
MASTER OF BUSINESS ADMINISTRATION	28-31
MASTER OF EDUCATION	32-37
MASTER OF MUSIC	38-41
MASTER OF SCIENCE IN NUTRITION	42-45
DIETETIC INTERNSHIP	46-49
GRADUATE SCHOOL FACULTY AND STAFF DIRECTORY	50-53
GRADUATE STUDENT HANDBOOK	54-70
GRADUATE STUDENT ACTIVITIES AND SERVICES	54-64
CAMPUS POLICIES AND PROCEDURES	64-69
IMPORTANT PHONE NUMBERS	69
MEREDITH COLLEGE ACADEMIC CALENDAR 2003-2004	70
INDEX	71-72
CAMPUS MAP	INSIDE FRONT COVER



PRESIDENT'S MESSAGE

Maureen Hartford, Ed.D.

The poet Emily Dickinson once wrote, "to undertake is to achieve."

In making the personal and professional commitment to undertake a graduate education, you have already achieved more than most people.

We are glad that you have selected Meredith College as the place to pursue your academic aspirations. We know that the decision to go to graduate school has required significant sacrifices in both your personal and work life. Our commitment is to provide the educational environment and resources to make your time at Meredith worth the sacrifices.

At a time when our nation and our world face tremendous challenges and uncertainty, it is more important than ever for each of us to develop our critical thinking skills, to be able to evaluate each situation and develop thoughtful, pragmatic solutions, whether to global issues or to those facing our families and our communities. The exercise of pursuing a graduate degree – of applying concepts learned in the classroom to the real-life work in one's field, and of participating in meaningful discussions with classmates – develops those skills and prepares us for intellectual exploration across a broad range of issues.

As you pursue your studies at the John E. Weems Graduate School, you may notice the impact of your new insights and perspectives in your professional and personal life almost immediately. Yet I feel confident in my prediction that your appreciation for your graduate studies will only grow over time, throughout your life.





MESSAGE FROM THE DIRECTOR OF GRADUATE STUDIES

Deborah J. Horvitz, M.S.Ed.

Welcome to The John E. Weems Graduate School at Meredith College!

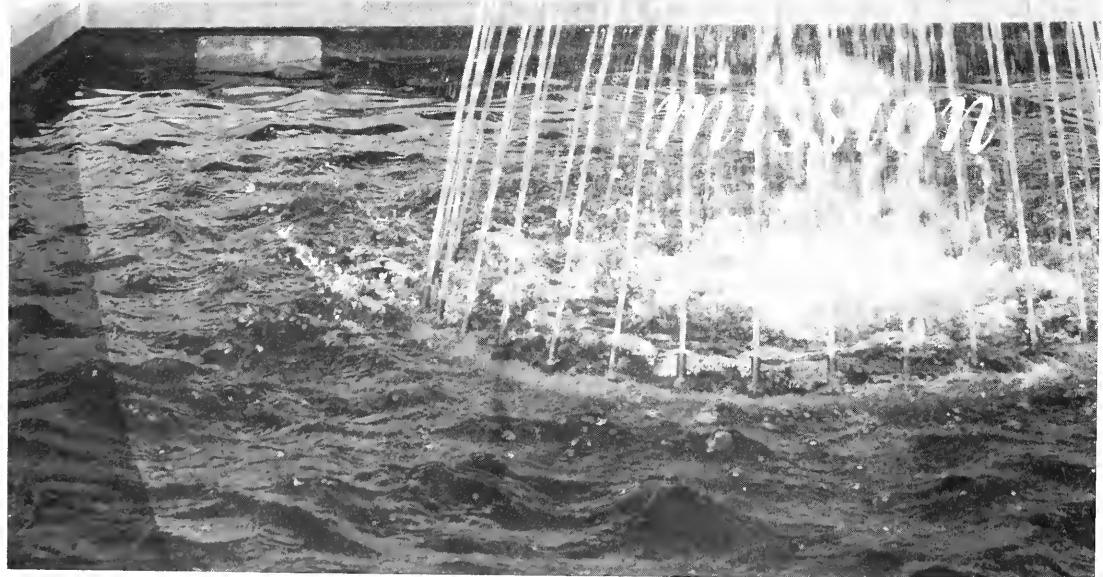
The Graduate School, in its current incarnation, has just celebrated its 20th anniversary, and the presence of graduate students on the Meredith campus has added tremendously to the academic and social climate of the College's undergraduate programs.

One thing we have learned over these two decades is that graduate students are a special breed, with very specific reasons for pursuing this academic path, and with the challenge of balancing very different personal and professional responsibilities than most undergraduate students. A successful graduate school must, therefore, address not only your academic needs, but also provide a unique support structure of programs and services to allow you to focus on achieving your educational aspirations. This is the goal of the Graduate Studies Office.

The Graduate Catalogue and Student Handbook you are now reading is tangible evidence of our commitment to you and your fellow graduate students. For the first time, we have endeavored to gather, in one place, virtually everything you need to know to get the most out of your graduate school experience at Meredith. The idea for the combined edition came from your fellow students, and we hope that you and your classmates will suggest future additions and modifications to help us help you.



We acknowledge, and admire, the commitment you have made to pursue your graduate degree, and we, in turn, are committed to making this experience all that you want it to be. Just let us know how we can help.



GENERAL INFORMATION

The rich heritage enjoyed by Meredith students today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the Biblical Recorder, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was named Meredith College in honor of the leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present site in West Raleigh in 1926. Over the years, it has grown from a single building in downtown Raleigh to a 225-acre campus that includes classroom buildings, an arts center, a library, residence halls, a chapel, a gymnasium and playing fields, a student center, and other physical facilities that, in design and function, reflect the founders' ideals.

Graduate programs are an integral part of Meredith's heritage. The College first offered the master's degree from 1899 to 1915. Since 1983, Meredith has offered master's degrees in business administration, education, and music. A Master of Science in Nutrition program began in 2001. In 1988, the Graduate Studies Program at Meredith was renamed the John E. Weems Graduate School in honor of Meredith's sixth president, who was instrumental in establishing the College's graduate programs.

Maureen Hartford, Ed.D., who assumed the Presidency of Meredith College in 1999, is the eighth person – and the first woman – to lead this historic institution.

Historic Statement of Purpose

The charter of Meredith College states:

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide adequately and fully for the maintenance, management, operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.



This historic statement of purpose is expressed in the following contemporary mission statement:

The Meredith College Statement of Mission

In educating women to excel, Meredith College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the College values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.

Meredith endeavors to create a supportive and diverse community in which undergraduate and graduate students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to continue their education, and to lead responsible lives of work, citizenship, leisure, learning, and service.

Guiding Principles of the John E. Weems Graduate School

The guiding principles of the John E. Weems Graduate School are to provide a graduate education for women and men through innovative programs and opportunities that encourage scholarship, research, and leadership. Faculty and staff create an environment that is characterized by personal interactions and participatory learning that is conducive to the pursuit of individual educational goals.



Accreditation

Meredith College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number 404-679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, Bachelor of Music, Master of Business Administration, Master of Education, Master of Health Administration*, Master of Music, and Master of Science in Nutrition. It is also accredited by the National Association of Schools of Music, the Council on Social Work Education, the Foundation for Interior Design Education and Research (FIDER), the National Council for Accreditation of Teacher Education (NCATE), and the North Carolina Department of Public Instruction (DPI).



The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. The Didactic Program in Dietetics and the Dietetic Internship Programs are accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (Jackson Blvd., Chicago, IL, 60606-6995, telephone 312-899-4876). The Paralegal Program is approved by the American Bar Association.

The John E. Weems Graduate School offers the graduate degrees of Master of Business Administration, Master of Education with concentrations in ESL, Reading, and Elementary Education, Master of Music in Performance and Pedagogy, and Master of Science in Nutrition, and oversees the Dietetic Internship Program.

* Meredith is currently evaluating its Master of Health Administration (MHA) program. Applications for this program are not presently being accepted.





Business administration

GRADUATE ADMISSIONS

Graduate Studies Office

Park Center

Open weekdays 8:00 a.m. - 5:00 p.m.

(919) 760-8423

www.meredith.edu/admissions/graduate-students.htm

The John E. Weems Graduate School seeks to enroll students who will not only benefit from a particular graduate program, but who will also contribute to the classroom discussion based on their own experience. Applicants must have successfully completed a bachelor degree program from a regionally accredited four-year institution. Each applicant is evaluated by an admissions committee on the basis of her/his baccalaureate-level preparation, undergraduate grade point average, standardized test scores, work experience, letters of reference, and other criteria established by the specific departments.

Each Meredith graduate student has up to six years from the time of initial enrollment in graduate-level courses to complete the requirements for the degree. If the requirements are not completed within six years, the student's admission will be terminated.

Provisional admission may be granted to a degree-seeking student who has applied for admission to one of the graduate programs, but still needs to fulfill the departmental prerequisite criteria. In this case, the student will be granted admission pending the successful completion of the prerequisites, defined as earning an A or B grade. Women and men may take undergraduate prerequisite courses and MBA foundation courses if they are admitted provisionally.

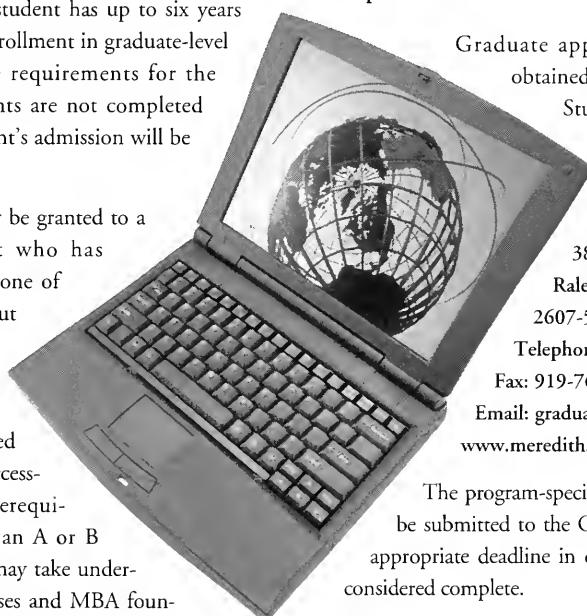
Provisional status is limited to two calendar years. Students who fail to qualify for full admission within two years will be dropped from the program. A student who is dropped from the program or denied full admission by the department may appeal this decision to the Director of Graduate Studies.

Application Procedures

See the Dietetic Internship program section of this catalogue for DI application procedures on page 47.

To be considered for admission to a graduate program, all application materials must be submitted to the Graduate School by:

- **July 1** for fall admission beginning in August
- **November 1** for spring admission beginning in January
- **April 1** for summer admission beginning in May



Graduate application materials may be obtained by contacting the Graduate Studies Office at:

Meredith College
 The John E. Weems
 Graduate School
 3800 Hillsborough Street
 Raleigh, North Carolina
 2607-5298
 Telephone: 919-760-8423
 Fax: 919-760-2898
 Email: graduate@meredith.edu
www.meredith.edu/graduate

The program-specific materials listed below must be submitted to the Graduate Studies Office by the appropriate deadline in order for an application to be considered complete.



Requirements for Admission

MASTER OF BUSINESS ADMINISTRATION

- Application and non-refundable \$50.00 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes with institution's seal over the flap. In addition, World Education Services (WES) translations for international transcripts, mailed directly from WES, Inc. (www.wes.org)
- Two completed recommendation forms, in sealed envelopes, from people with knowledge of the applicant's professional work or ability
- Official report of scores of the Graduate Management Admissions Test (GMAT), mailed directly from the Educational Testing Service
- Statement of work experience (resume or C.V.)
- Responses to essay questions

Once a complete application has been received, the applicant may be contacted to schedule an interview.

MASTER OF MUSIC IN PERFORMANCE AND PEDAGOGY

- Application and non-refundable \$50.00 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes with institution's seal over the flap. Must have undergraduate major in music. In addition, World Education Services (WES) translations for international transcripts, mailed directly from WES, Inc. (www.wes.org).
- Two completed recommendation forms, in sealed envelopes, preferably from present or former music teachers. Recommendations from colleagues familiar with musical skills are also accepted.
- Music Data Form, which includes repertoire list and essays.

Once a complete application has been received, the applicant will be contacted to schedule an interview and audition.

MASTER OF EDUCATION AND LICENSURE PROGRAMS

- Application and non-refundable \$50.00 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes with institution's seal over the flap. In addition, World Education Services (WES) translations for international transcripts, mailed directly from WES, Inc. (www.wes.org).
- Two completed recommendation forms, in sealed envelopes, from people with knowledge of the applicant's professional work or ability
- Official report of scores of the Graduate Record Exam (GRE), mailed directly from the Educational Testing Service, or official mailed scores from the Miller Analogy Test (MAT)
- Statement of work experience (resume or C.V.)
- Copy of teaching license
- Responses to essay questions

Once a complete application has been received, the applicant may be contacted to schedule an interview.

MASTER OF SCIENCE IN NUTRITION

- Application and non-refundable \$50 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes with institution's seal over the flap. In addition, World Education Services (WES) translations for international transcripts, mailed directly from WES, Inc. (www.wes.org).
- Two completed recommendation forms, in sealed envelopes, from people with knowledge of the applicant's work or ability
- Official report of scores of the Graduate Record Exam (GRE), mailed directly from the Educational Testing Service
- Statement of work experience (resume or C.V.)
- Responses to essay questions

Once a complete application has been received, the applicant may be contacted to schedule an interview.

International and Permanent Resident Applicants

International and permanent resident applicants must also submit:

- Test of English as a Foreign Language (TOEFL) scores, mailed directly from the Educational Testing Service (ETS). Scores must not be more than one year old, unless the student has been enrolled full-time in an accredited American college or university in the interim.

Except in cases where English is their native language, international applicants must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL). The TOEFL Bulletin of Information is available at American embassies and consulates, or can be obtained by writing: TOEFL, CN 6155, Princeton, New Jersey 08541-6155.

International students must also present copies of the following forms to the Graduate Studies Office:

1. Passport
2. Visa Clearance Form and copy of current Visa
3. Arrival/Departure Record, if applicable
4. I-20 ID, if applicable
5. Alien Registration Number (permanent resident only)
6. Financial statement showing resources for a two year period
7. Proof of health insurance

* Applicants holding F-1 Visas must list the school or college they have permission to attend, and submit a copy of their current I-20 form. The College will assist them in the preparation of a new I-20 form, if applicable. Admission of a foreign student who requires an F-1 Visa will be conditional until the proper Visa is obtained. A student must be admitted to the degree program to receive an I-20.



Non-Degree, Post-Baccalaureate Study

An individual with a bachelor's degree from a regionally-accredited four-year college or university may enroll in graduate courses without being admitted to a degree program. The following must be submitted to enroll as a Post-Baccalaureate Study (PBS) student:

- Graduate School Application and non-refundable \$25 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes with institution's seal over the flap. In addition, World Education Services (WES) translations for international transcripts, mailed directly from WES, Inc. (www.wes.org).

No more than six graduate-level credit hours taken in this manner may be applied toward graduate degree requirements. PBS students may register for classes only after degree-seeking students are registered. If a PBS student decides to apply to be a degree candidate, all requirements for admission must be met, including the \$50.00 non-refundable application fee.

Women may take prerequisite courses in Meredith's undergraduate school through PBS; men may not take undergraduate courses as PBS students since Meredith's undergraduate program is for women only. Both women and men may take the Foundation Courses for the MBA program as a PBS student.

Visiting Students

A visiting student is a graduate student enrolled in another college or university who wants to take a course or two at Meredith College, and have the credit transferred to the originating school. The following must be submitted to enroll as a visiting student:

- Graduate School Application and non-refundable \$25 application fee
- Letter from a representative of the school to which applicant plans to transfer credit, stating that the student has permission to take specified courses at Meredith College.

The visiting student must request that the registrar at Meredith send a copy of the transcript to the originating school when the course(s) is/are completed.

Admission Tests

In order for a degree application to be considered complete, the appropriate official report of scores must be received by the Graduate School. Whether an applicant chooses to prepare via self-study or take a preparatory course, sufficient time should be allowed to prepare for an admission test. **Applicants should indicate Code No. 5410 for Meredith College on the test registration form so that an official report will be sent to Meredith College.** Allow a minimum of three weeks for the official report to be mailed from the testing center to the Graduate School.

The Graduate Management Admission Test (GMAT) and Graduate Records Examinations (GRE) tests are administered as computer adaptive tests (CATs) throughout North America and at many international sites. These tests measure general verbal, mathematical, and analytical writing skills. The Miller Analogies Test (MAT) is an analytic ability test requiring the solution of problems stated as verbal analogies, with a few quantitative analogies. The MAT is intended to assess the student's ability to recognize relationships between ideas, fluency in the English language, and general knowledge of literature, philosophy, history, science, mathematics, and fine arts. These tests are viewed as predictors of academic success in the first year of graduate school.

Applicants to Meredith's graduate program in Education or Nutrition who have previously earned a master's degree or a doctorate from a regionally-accredited college or university choose not to take the admissions examination for that program (e.g., GRE or MAT). Acceptance of an advanced degree in place of an admissions examination does *not* guarantee admission to a program.

An applicant to Meredith's Master of Science in Nutrition program who has successfully (received all As or Bs) completed his or her academic coursework for Meredith's Dietetic Internship, may request in writing that s/he be allowed to substitute this academic work, along with a recommendation from his or her DI supervisor, for the GRE.

The GMAT is required for all MBA applicants.

Graduate Management Admission Test (GMAT)

Educational Testing Service
P.O. Box 6103
Princeton, New Jersey 08541-6103

Phone: 609-771-7330;
609-771-7780 (Disability Services);
609-771-7714 (TTY)
www.gmat.org (or www.mba.com)
Email: gmat@ets.org

Graduate Records Examinations (GRE)

GRE-ETS
P.O. Box 6000
Princeton, New Jersey 08541-6000

Phone: 609-771-7906;
609-771-7780 (Disability Services);
609-771-7714 (TTY)
www.gre.org
Email: gre-info@ets.org

Miller Analogies Test (MAT)

The Psychological Corporation
Miller Analogies Test
Customer Relations
19500 Bulverde Road
San Antonio, Texas 78259

Phone: 800-622-3231 or 210-339-8710;
www.hbtpc.com/mat
Email: scoring_services@harcourt.com

Notification of Admission

Applicants are notified of admission status in writing by the Graduate Studies Office upon completion of the review process by the Admissions Committee. To accept the offer of admission and to be able to register, a new student must return a Confirmation Form and a non-refundable deposit of \$100 to the Graduate Studies Office by the date specified in the admissions letter. This deposit will be applied toward the student's first tuition bill.





GRADUATE ACADEMIC POLICIES

Important Offices

Graduate Studies Office

Park Center

Open weekdays 8:00 a.m.- 5:00 p.m.

(919) 760-8423

www.meredith.edu/graduate

Accounting Office

Johnson Hall

Open weekdays 8:00 a.m. - 4:00 p.m.; until 6:00 p.m. on Monday and Thursday

(919) 760-8363

Registrar's Office

Johnson Hall

Open weekdays 8:00 a.m. - 5:00 p.m.; until 6:00 pm on Monday and Thursday

(919) 760-8593

www.meredith.edu/registrar

Honor and Integrity

The Honor Code

In keeping with the traditions of honor at Meredith College and the John E. Weems Graduate School, all graduate students are expected to demonstrate personal integrity in their work and actions. By accepting admission to the Graduate School, students acknowledge and agree to adhere to the Honor Code.

Any dishonorable action will be regarded as a violation of the Honor Code. In particular, students must refrain from cheating, stealing, lying, or plagiarizing. See the list of Honor Code violations below.

If a student is aware of a violation by another student, he or she should call that student's attention to the violation and ask that the student turn him- or herself in. If the stu-

dent refuses, the observer must decide on the basis of his or her conscience whether or not to report the student whom s/he believes has violated the honor code.

1. Students should report themselves or be reported to an instructor, coordinator, or director of their graduate program. An instructor who observes students in violation of the honor code should confront them.
2. Upon receiving such a report or making such an observation, the instructor should notify the Director of Graduate Studies.
3. The Director of Graduate Studies will convene a Graduate Honor Council composed of a student representative, a faculty member, and a member of the Graduate Studies Committee. The Director will not sit on the Graduate Honor Council. The Graduate Honor Council will hear the facts of the case from the accused, the accuser (if any), and the instructor. The Graduate Honor Council recommends penalties, if any, and reports them to the Director.
4. The Director will notify the accused student of the findings of the Graduate Honor Council and ensure that any penalties are enforced.
5. If s/he wishes, the student may appeal the ruling to the Director within 48 hours of notification of the decision.
6. Should the student wish to appeal further, s/he may do so within 48 hours to the Vice President for Academic Affairs. A final appeal may be made within 48 hours to the President of the College, whose ruling is final.

Note: Penalties resulting from cases involving academic dishonesty do not preclude the right of the professor to levy an academic penalty that s/he deems appropriate.

Description of Honor Code Violations

Violations of the Honor Code include, but are not limited to:

- Unauthorized copying, collaboration, or acceptance of assistance in the preparation of academic work.
- Plagiarism, which is defined as the intentional representation of another person's words, thoughts, or ideas as one's own.
- The use of notes, books, or other unauthorized aids on examinations.
- Theft or misuse of, or damage to, any personal property on institutional premises, any academically related personal property wherever located, or any College property.
- Violation of any College policies as set forth in this Graduate Student Catalogue and Handbook.
- Alteration, forgery, falsification, abuse, or fraudulent misuse of college documents, records, or identification cards.
- Violation of rules governing any College-owned, -operated, or -regulated property.
- Possession of firearms or other weapons on College property or at College-sponsored functions.
- Conduct resulting in physical harm and/or harassment of another. Harassment includes, but is not limited to, acts of intolerance and/or malice directed at individuals or groups and delivered in oral, written, or electronic form.
- Intentional disruption or obstruction of teaching, research, administration, disciplinary procedures, or other college activities, operations, or functions, including the failure to appear before college officials or disciplinary bodies when directed to do so.
- Disorderly conduct on College-owned, -operated, or -controlled property or at College-sponsored functions. Disorderly conduct shall include acts that violate the rights of others, that tend to breach the peace, or that are deemed lewd, indecent, or obscene.
- Unauthorized entry into, occupation of, or trespass upon College facilities or property.
- Unauthorized use of the name of the College or the names of member organizations in the College community.

- Intentional abuse of a position of trust or responsibility within the College community.
- Furnishing of false information with intent to deceive, to members of the College community who are acting in the exercise of their official duties.
- Aiding or abetting any violation of the Honor Code.
- Any other conduct deemed by the College to be undesirable or unacceptable, or which interferes with or threatens the College's ability to fulfill its educational purposes.

NOTE: A student may be accused of more than one violation as a result of a single incident.

Ignorance of a rule or regulation shall not be accepted as a defense by the Graduate Honor Council. The College reserves the right to make violations of federal, state, or local law by its students a matter for consideration and action of the Graduate Honor Council. In addition, misconduct by Meredith students while on other college or university campuses may be cause for Graduate Honor Council action. The College may suspend students awaiting court hearings of felony violations.

Registration and Course Credit

Choice of Catalogue

Students are subject to the degree requirements and policies described in the Graduate Catalogue that is in effect when they first enroll, or any subsequent catalogue published during their time of study. A student who is approved for re-admission to the College after an absence of more than one year will comply with the requirements either of the catalogue under which s/he is readmitted or those of a subsequent catalogue. Exceptions may be necessary in order to conform to standards of outside accrediting agencies.

Registration

New and continuing students work directly with their Program Director/Advisor for individual academic advising and to register for classes each semester. A degree-seeking student who is enrolled in six graduate credit hours per semester is defined as a full-time graduate student.



A summary of registration and tuition payment information, as well as the course schedule for the following semester, is posted on the Graduate Studies web site.

Dropping/Adding a Course

A student may add a course or change sections only during the first five calendar days of the semester if space is available in the class, and with the consent of the professor. Drop/add forms must be signed by the student, the Program Director/Advisor, and be submitted to the registrar's office.

Auditing a Course

A student who wishes to change grading for a course from a letter grade to audit must submit a completed drop/add form, signed by the professor and the advisor, to the Graduate Studies Office within the first 12 hours of instruction in the course (a 50-minute class is considered one hour of instruction).

Leave of Absence (LOA)

Students who wish to interrupt their graduate study for one semester or more should notify their Program Director/Advisor of their intent by signing a Graduate Leave of Absence form and submitting it to the Registrar's Office. They may later return to the program with the same status they held at the time of their departure and

under the same catalogue. This policy does not change the six-year time limit (starting when the student originally entered the program) required for completion of the graduate degree. In order for a Leave of Absence request to be considered, the student must be in good standing financially, academically, and socially. LOA forms can be obtained from the registrars website.

Withdrawal

A student who wishes to withdraw permanently from the program must submit an official Withdrawal Form signed by his or her Program Director/Advisor to the Graduate Studies Office. Withdrawal forms can be obtained from the registrars website.

A student who does not wish to complete a course for which s/he is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially, s/he will be treated as if s/he were still in the course, and a grade will be recorded accordingly.

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, s/he is responsible for the following percentage of the full semester tuition:

Student must pay:

Up to and including the 5th calendar day of the semester	0%
6th through 10th calendar day of the semester	20%
11th through 20th calendar day of the semester	40%
After 20th calendar day of the semester	100%

Any refund due will be mailed from the Accounting Office to the student upon receipt of an official Withdrawal notification from the Graduate Studies Office or an official Leave of Absence notification from the Registrar.

Transfer Credit and Credit from Other Programs

Cooperating Raleigh Colleges (CRC) Credit

Meredith, Peace, and St. Augustine's Colleges, and North Carolina State and Shaw Universities form a consortium through which these schools provide their collective educational resources to students at each of the five institutions. Under this agreement, Meredith graduate students may take courses at any of the other four campuses.

A student who wishes to register for a course at one of the CRC schools should obtain a special request form from the Registrar's Office and should secure the approval of an advisor. Except under unusual circumstances, approval will be given only for those courses not available at Meredith. Written appeals to an advisor's decision should be submitted to the Director of Graduate Studies. Prerequisite courses may also be taken through CRC with the prior approval of the student's advisor. All CRC graduate courses are considered transfer credit.

Transfer Credit

Requests for transfer of graduate credit from another regionally-accredited institution must be evaluated and approved by the school. Depending on the degree requirements and the course content, the school reserves the right to deny its transfer. Requests for transfer of credit should be accompanied by an official transcript(s), course descriptions, and syllabi. Courses taken at Cooperating Raleigh Colleges are considered transfer credit. Only six hours of transfer credit may be applied to a graduate degree program at Meredith College. MBA students may only transfer courses with written permission from the Director of the MBA Program. All transfer courses must carry a grade of B or better.



Distance Learning Credit

The Graduate School will not apply toward a degree more than three credit hours from distance learning instruction, which includes correspondence, television, or Internet courses, whether taken at Meredith or at another institution. Each school reserves the right to evaluate the nature of any such course. Whether presented as an admission credential or taken after admission to the program, any distance learning credit must be earned at a regionally-accredited institution and must be evaluated and approved by the school.

Academic Status and Grades

Grade Changes and Corrections

A professor may make grade changes in consultation with the Department Head or Dean. Grades may not be changed later than the last class day in the semester following the term during which the course was taken. After a grade change has been given, the grade cannot be changed on the basis of additional assignments completed after the semester is over (does not apply to an I grade).

Academic Warning and Probation

A student who receives one grade of C will receive a letter of academic warning from the Program Director. The student will be required to meet with the Program Director to review the circumstances and to receive counsel and guidance that may apply to those circumstances.

A student who receives two C grades will be placed on probation and will be notified in writing by the Program Director and will be required to meet with her or him.

A student who receives three C grades will be automatically dropped from the graduate program. The student will be notified in writing.

Appeals Process

A student who is experiencing problems with a grade or other aspects of a course should first discuss the matter with the professor or Program Director/Advisor. The student may appeal to the appropriate Academic Progress Committee within eight months of receiving the grade or initially having a problem. The student will be notified in writing of the committee's decision within five working days of the committee meeting.

Further appeal may be made to the Director of Graduate Studies, then to the Dean of the school, and ultimately, to the Vice President for Academic Affairs.



Withholding Grades

All services in the Registrar's Office are contingent upon satisfactory college accounts and other obligations. Transcripts and grades may be withheld at the discretion of College officials for lack of payment of fees and fines, for failure to complete other College obligations.

Grading

Each professor is responsible for evaluating a student's performance in class. Using the official grading system, the professor decides the weight allotted to each aspect of students' work in the course. It is the obligation of the professor to explain, at the beginning of each semester, the various components of grading in the course and the criteria by which the final grade is determined. Students should have the opportunity to examine assignments they submit to understand the marks assigned to them.

The following grading system applies to all graduate courses:

- A Excellent
- B Satisfactory
- C Low Passing
- F Failure
- W Withdrawal
- I Incomplete
- Z Interim grade
- N Missing grade
- Au Audit
- NA No Audit

The I grade is given when a student and a professor have agreed that, for good reasons, the student cannot complete the course on time. The professor sets forth the requirement for completing the course during the next semester. These requirements should be clearly understood by both the professor and the student. An agreement between the two parties as to the work to be completed and the time it must be submitted must be filed in the Graduate Studies Office. All work must be completed no later than the final class day of the following semester, or the grade automatically becomes an F.

A Z grade will be assigned for a course that extends beyond a normal grading period. When the course is complete, the professor submits the grade to the Registrar's Office.

An N grade will be assigned at the discretion of the Registrar's Office when a professor has not turned in a grade. While there must be a grade for each student in every course before the grade processing can begin, there are instances when processing must start before all grades have been reported. In these cases, the N grade will be assigned for any missing grade.

A student who receives an F grade will have her or his status automatically reviewed by the department or school. S/he will be notified within ten working days whether s/he will be allowed to continue the program and of the specific conditions of continuation, if applicable.

Degree Requirements

Academic Advising

Each graduate student will be assisted by the Program Director in planning his or her program of study from beginning to completion.

Graduate Degree Requirements

These requirements apply to all students who wish to receive a master's degree from the John E. Weems Graduate School:

1. A student may not apply more than six hours of C grades toward her/his degree.



2. A student must complete requirements for her/his degree within six calendar years. Under unusual circumstances, students may request an extension. The request must be made to the Department Head or Dean and submitted to the Graduate Studies Office.
3. A culminating activity, designed to integrate the knowledge, skills, competencies, and values addressed in each program, is expected of all degree candidates. Activities that meet this requirement are specified and administered by each department.
4. A student who has completed all coursework toward the degree but still needs to complete other degree requirements must be registered for one hour per semester. This is accomplished by registering for course 800, which carries no graduate degree credit.
5. Limits on the maximum number of graduate courses or hours that may be applied to the degree requirements are established by each department.
6. A student may not apply more than six hours of transfer credit, including CRC credit, to a degree program.
7. A student may not apply more than six hours of graduate credit taken at Meredith as a Post-Baccalaureate Study student toward degree requirements.
8. All prerequisites and foundation courses must be completed with a grade of C or better.

Special Studies

Special study options are designed to add flexibility to the curriculum and to provide professors and students the opportunity to experiment within the limitations of a tight curriculum.

This category includes individual study, special topics, off-campus study (international and otherwise), and community internships. Members of the faculty or students who wish to use this category must obtain the approval of their advisor and Department Head or Dean.



Graduation

Graduation Procedures

Students who have finished their program's course requirements in the summer, or will finish them by the end of the fall semester, have a choice of attending either the December ceremony (which has limited seating) or the larger Spring ceremony (with unlimited seating on a first-come basis). The Spring ceremony will be held on Sunday, May 9, 2004, at 10:00 a.m. in Meredith's Amphitheater (rain location is the Raleigh Convention Center Complex). The Winter ceremony will be held on Saturday, December 13, 2003, at 10:00 a.m. in Meredith's Jones Auditorium.

Students must file an Intent to Graduate form and pay a graduation fee, which includes the costs of the diploma, Bible, and unlimited free transcripts from Meredith College. Intent to Graduate forms are available through the Office of the Vice President for Academic Affairs. Graduate students must purchase, from Meredith's Supply Store, a traditional black gown and a hood in the color representing their field of study.

Access to Education Records

FERPA

FERPA, the Family Educational Rights and Privacy Act of 1974, is a federal law requiring Meredith College and other educational institutions to protect the confidentiality of student education records. Meredith College has adopted the policies outlined below to comply with the law, inform students of their privacy rights, and protect student education records.

Although student education records are protected, Meredith College is not required to protect information that is classified as "directory" information. Meredith College has the right to release the following directory information *without* a student's prior consent:

- Name, address, telephone number, and e-mail address
- Date and place of birth and country of citizenship
- Dates of attendance, academic major, degrees and awards received
- Institutions attended
- Heights and weights of athletic team members
- Participation in sports and activities
- Student photographs

Graduate students who would like their directory information to be protected under the same FERPA guidelines as those used for education records should submit a written request to the Graduate Studies Office by the 20th class day of the fall or spring semester. This request is *not* retroactive.

Meredith College is permitted by law to release and share student education records without prior consent to the following parties:

- Meredith College employees with a legitimate educational purpose
- Officials from other schools to which the student seeks admission
- Appropriate persons in connection with a student's application for, or receipt of, financial aid
- Federal or state officials as defined in paragraph 99.37

of the Family Educational Rights and Privacy Act of 1974

- State and local officials authorized by state statute
- Organizations conducting studies for, or on the behalf of, Meredith College for the purpose of assisting in accomplishing the College's stated goals
- Organizations conducting studies for schools the student has attended
- Accrediting organizations, to carry out their functions
- Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1954 (Written consent may be allowed from either of these separated or divorced parents subject to any agreement between the parents or court order. In the case of a student whose legal guardian is an institution, a party independent of the institution, appointed under state and local law to give parental consent, may be allowed to do so.)
- In compliance with judicial order or subpoena
- Appropriate persons in connection with an emergency if such knowledge is necessary to protect the health or safety of a student or other person

NOTE: With the exception of Meredith College employees who have been determined by the College to have a legitimate educational purpose, all individuals and agencies who have requested or obtained access to a student's record (other than directory information) will be noted in a record that is kept with each student's education records. A request must be in writing stating the purpose of the request. This record will also indicate specifically the legitimate interest that the person or agency had in obtaining the information. If the legitimate educational purpose of a request is in question, the matter will be referred to the President of the College for adjudication.

Meredith College will comply with FERPA to protect student education records from unauthorized access.

Definitions

Education Records are those records, files, documents, and other materials that: (1) contain information directly related to a student; and (2) are maintained by Meredith College or by a person acting for the College.

Records are information recorded in any medium, including, but not limited to: handwriting, print, electronic media, tapes, film, microfilm, and microfiche. Education records do *not* include: (1) personal notes; (2) records available only to law enforcement personnel; (3) employment records; or (4) medical and psychiatric records (these are accessible by the student's physician); (5) directory information previously defined.

School officials or employees are persons employed by the College, elected to the Board of Trustees, or employed by or under contract to the College to perform a special task, such as an attorney or auditor.

Legitimate educational purpose is the performance of a job-related task related to a student's education, performance of a task related to the discipline of a student, or providing a service or benefit related to the student, or student's family, such as health care, counseling, job placement, or financial aid.

Students are persons who are or have been enrolled at Meredith College. Applicants who do not enroll or who are declared ineligible to enroll have no inherent right to inspect their files. Whenever "student" is used in reference to personal rights, an eligible parent of a dependent student has similar rights.

Eligible parents are those who have satisfied Section 152 of the Internal Revenue Code of 1954 and who present such proof to the custodian of an education record. Normally, the proof will be a certified copy of the parent's most recent Federal Income Tax Form.

Procedures for Accessing Education Records

Meredith College, in compliance with FERPA, permits students to have access to their education records.

Graduate students wanting access to their education records should file a written request to the Graduate Studies Office. Students may ask for an explanation and/or copy of any record. If there seem to be corrections needed to the education record requested by the student, the student may submit an appeal, in writing, for a formal hearing. The President of the College will appoint an

Appeals Committee, which must meet within 45 days of receipt of the written appeal. The committee will allow the student to present evidence to substantiate the appeal and shall render a written decision to the student within 45 days of the hearing. NOTE: This policy does not provide for a hearing to contest an academic grade.

Exclusions

FERPA does *not* give students access to the following records or information:

- Financial records of parents, or any information therein
- Confidential letters and statements of recommendation that were placed in the education record prior to January 1, 1974
- Records to which access has been waived by the student (This exclusion applies only if a student, upon request, is notified of the names of all persons making confidential recommendations and if such recommendations are used solely for the purpose for which they were intended.)

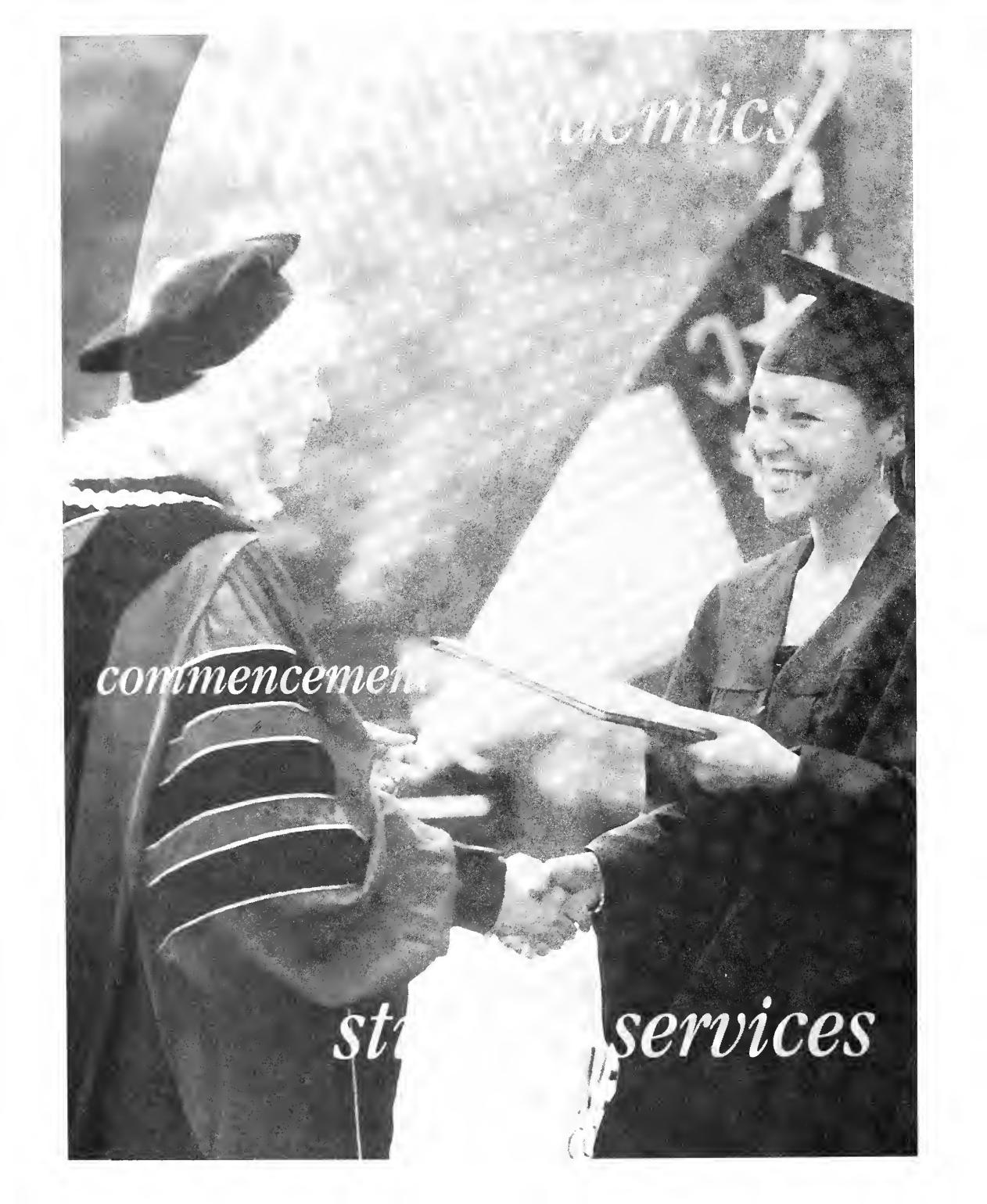
Destruction of Education Records

Meredith College will retain student education records as long as information is valid and useful. Student educational records will be destroyed when the records are no longer of use to the institution. All records will be destroyed by means of confidential disposal.

Informing Students

Meredith College informs its students of the policy governing privacy rights of students' education records by publishing its policy.





commencement

services

COSTS and Financial Assistance

Financial Assistance Office, Johnson Hall

Open weekdays 8:00 a.m. - 5:00 p.m.; until 6:00 p.m. on Monday and Thursday (919) 760-8565

Accounting Office, Johnson Hall

Open weekdays 8:00 a.m. - 5:00 p.m.; until 6:00 p.m. on Monday and Thursday (919) 760-8363

Tuition and Fees 2003-2004

Business Administration and Business Foundation: \$410.00 per credit hour

Education, Nutrition, Music*: \$345.00 per credit hour

Dietetic Internship: \$5,750

If a student takes undergraduate courses as prerequisites: \$480.00 per credit hour

*Additional charges are added for certain applied music lessons, recitals and accompanists in the Master of Music program.

Payment Methods

Fall semester billing date: July 1, payment due August 1; *Spring semester billing date:* December 1, payment due December 15; *Summer payments* are due the Wednesday before the term start date.

You may pay by check, money order, or credit card (MasterCard or VISA only). Cash is accepted during business hours.

Credit card payments may be made in person or by phone during business hours.

Make checks and money orders payable to *Meredith College* and drop off or mail to: Meredith College, Accounting Office, 3800 Hillsborough Street, Raleigh, NC 27607-5298

Loan Eligibility

Graduate students are eligible to borrow funds from the Federal Stafford Loan Program to assist with their educational expenses. Currently, students can borrow up to \$18,500 per academic year from the Federal Stafford Loan Program at an interest rate not to exceed 8.25 percent. Applications for financial assistance (FAFSA) and for the loan programs are available at the Office of Financial Assistance in Johnson Hall or by visiting www.fafsa.ed.gov.

Business Administration Scholarships

Two scholarship funds provide financial assistance for degree-seeking students in the Master of Business Administration program. Information about these scholarships is provided to eligible applicants and students.

The Shearon Harris Scholarship Fund was established in memory of Shearon Harris, a Meredith trustee, chairman of the Board of Associates, and an exemplary community leader. His family established the fund to express a commitment to church-related higher education and to perpetuate his interest in supporting Meredith College students.

The Wyford Scholarships are made possible by a bequest from Meredith graduate, Louise Ledford Wyatt, '30. The Wyford Scholarship Fund was established by her husband, Guy E. Wyatt; her mother, Bess J. Hord; and her father, John Ferris Ledford.

Teacher Tuition Assistance

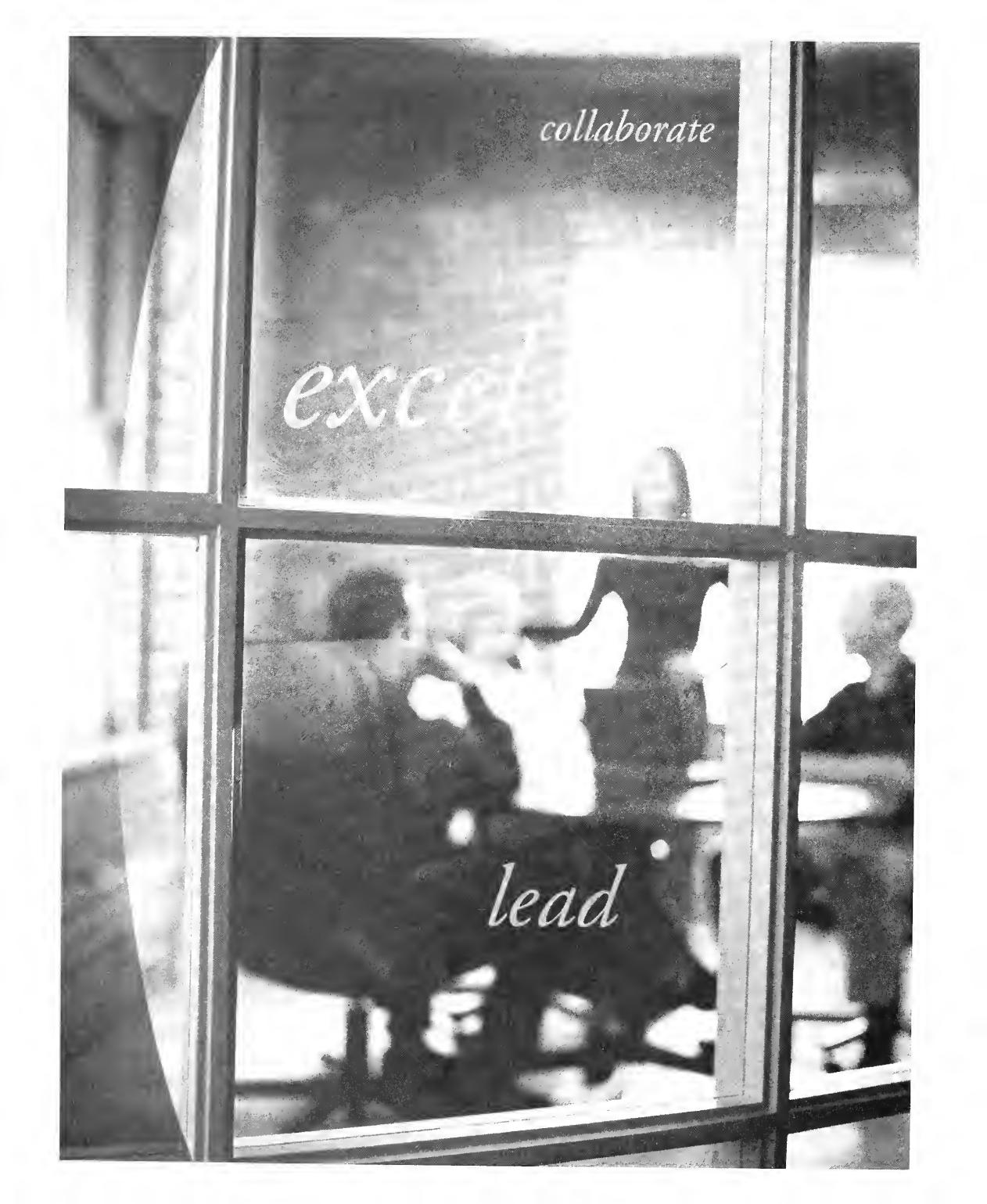
Teachers enrolled in the Master of Education program are eligible to receive tuition assistance of \$200 for each three-credit course. Students must be under contract in a North Carolina public or private school at the K-12 level. The student must have the principal of the school verify employment each contract term. Students Return these forms to the Accounting Office.

Music Scholarships

The Dr. Harry C. Cooper Scholarship was established to honor the long-time head of the music program at Meredith. The Beatrice Donley Scholarship is awarded to a graduate-level voice student to honor the long-time former head of the vocal section of Meredith's music program. Additional information on these scholarships can be obtained from the Coordinator of Graduate Music Studies or the Music Office.

Parking

To park on campus, students are required to have a parking decal, which can be purchased for the academic year (August through July) for \$80.00 from the Campus Security Office. Daily passes are also available for \$1.00 per day. *For more information about parking see page 65.*



collaborate

exec

lead

MASTER OF BUSINESS ADMINISTRATION

School of Business

Harris Building

Sidney C. Adkins, Ed.D., *Dean, School of Business*

John C. Milewicz, Ph.D., *Head, Business Graduate Program*

Page Midyette, M.B.A., *Director, MBA Program*

School of Business Mission Statement

Our mission is to provide an academically challenging learning experience that develops critical-thinking skills in all areas of business administration, and that emphasizes teamwork, leadership, communication skills, and ethical decision making. Excellent teaching is complemented by strong, collaborative faculty/student relationships, by faculty scholarship that enhances our curriculum, and by service to the College and to our community.

The Master of Business Administration program provides advanced study for women and men who are currently in management or administrative positions, or who aspire to such positions. The primary purpose of the program is to provide students with business knowledge and managerial skills that are essential for successful functioning in business, industry, or government. This professional degree enables students to make greater contributions to their organizations and communities, to advance their careers, and to obtain increased job satisfaction.

Specific objectives of the program are to:

- improve analytical, problem-solving, communication, teamwork, leadership, and decision-making skills
- integrate business experience with current theories of management and explore new business concepts in marketing, economics, accounting, and finance;
- analyze alternative solutions to business problems involving social, legal, economic, political, and ethical factors
- develop techniques for meeting the challenge of changing technology and management innovations.

Prerequisite Coursework

Students may complete prerequisites as provisionally-admitted students. With the approval of the Director of the MBA Program, enrollment in select 600-level courses is permitted concurrent with the student's enrollment in her/his final 500-level course. All prerequisites must be completed with a grade of C or better. No prerequisite courses will be accepted if they were taken more than 10 years prior to formal admission to the John E. Weems Graduate School.

Prerequisites may be satisfied by coursework, the College Level Examination Program (CLEP), or departmental examinations administered by specified faculty members in the relevant subject area. A grade of C or better is required. Students who have questions about completion of prerequisites are advised to consult the Director of the MBA Program.

Business Foundation Course Descriptions

Foundation Courses are offered to provide graduate students who are fulfilling prerequisites with coursework designed to fit their schedules.

BUS 510 – FOUNDATIONS IN QUANTITATIVE METHODS

An introduction to the theory, principles, and application of statistical and other quantitative analytic techniques. Special emphasis on the acquisition of skills needed in preparation for BUS 610 and other core MBA courses. **3 hours**

BUS 520 – FOUNDATIONS IN ECONOMICS

An introduction to the theory, principles, and application of managerial economics. Special emphasis on the acquisition of the skills needed for BUS 620 and other core MBA courses. **3 hours**

BUS 530 – FOUNDATIONS IN ACCOUNTING

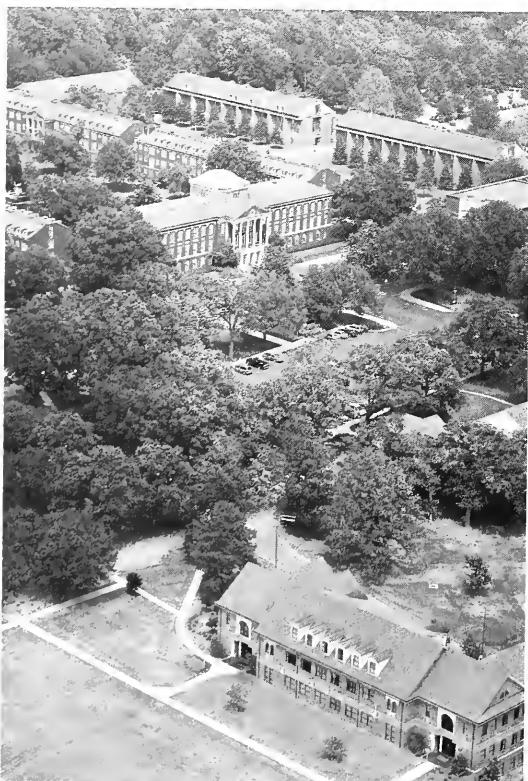
An introduction to the theory, principles, and application of the preparation and use of internal accounting information for the planning and controlling of company activities. *3 hours*

BUS 540 – FOUNDATIONS IN MARKETING AND MANAGEMENT

An introduction to the theory, principles, and application of basic management and marketing skills and functions that are associated with the achievement of organizational effectiveness and with the marketing of the goods and services upon which that organization depends. *3 hours*

BUS 550 – FOUNDATIONS IN FINANCE

A summary of financial policy practices in the acquisition and management of funds by the firm. It applies theory to time valuation of money, financial statements, forecasting of financial statements and cash flows, capital budgeting, and cost of capital. *Prerequisites: BUS 530, 510. 3 hours*

**Program of Study**

The MBA program consists of 36 semester hours of graduate work. An additional 27 hours of prerequisite work, or the equivalent 15 credit hours of Meredith's Foundation Courses, are required and can be satisfied by former or current coursework, or by examination.

**Master of Business Administration
Course Descriptions****BUS 610 – QUANTITATIVE ANALYSIS FOR MANAGEMENT**

Examination of the theory and practice of various mathematical techniques that may be used to support managerial decisions. Topics include regression analysis, multiple regression, and forecasting. *Fall, Spring 3 hours*

BUS 620 – MANAGERIAL ECONOMICS

Application of economics principles to the tasks and problems faced by business managers. Focus is on the impacts of market structure, the legal/political environment, macroeconomic environment and international considerations on value-maximization decisions pertaining to resource usage, production levels, and pricing strategies as practiced in imperfectly competitive markets. *Summer 3 hours*

BUS 630 – MANAGERIAL ACCOUNTING

An approach to analysis of accounting data relevant to management decision making. Topics include budgeting, differential costs in alternative decisions, allocation of costs, cost relationships, pricing, standard costing, and performance evaluation. *Fall, Spring 3 hours*

BUS 640 – MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

An exploration of the theory, principles, and application of the management skills and functions associated with the achievement of organizational effectiveness. *Fall, Spring 3 hours*

BUS 641 – LEGAL, REGULATORY, AND ETHICAL ISSUES

An evaluation of the legal, political, and regulatory systems as they affect business. Consideration is given to a study of legal structure, federal and state regulations, and the ethical responsibility of business. *Fall 3 hours*



BUS 650 – MANAGERIAL FINANCE

An examination of the role of financial management of the firm in short- and long-term resource planning. Emphasis is on the basic techniques utilized in financial decision making, valuing, cash flows, capital structure, managing working capital, and optimal investment policy.

Prerequisite: BUS 630. Fall, Spring 3 hours

BUS 670 – MARKETING STRATEGY

An analysis of the marketing management decision process, with particular emphasis on market opportunity analysis, strategy development, planning, and the integration of marketing with overall corporate strategy.

Fall, Spring 3 hours

BUS 680 – OPERATIONS MANAGEMENT

An exploration of the design, operation, and improvement of the systems that create and deliver the firm's primary goods and services. This course provides a multi-industry study of the organizational processes that produce goods and services, with an emphasis on operations as part of a value chain.

Spring 3 hours

BUS 690 – INDEPENDENT STUDY

A problem selected by the student, approved by the Dean of the School of Business, and developed with the guidance and direction of a faculty member. The approval form must be signed by the Director of the MBA Program, the Dean, and the Vice President for Academic Affairs. Activities include research (primary or library), reading, and conferences with the faculty member.

Prerequisite: Completion of 18 graduate hours. Fall, Spring, or Summer 3 hours

BUS 695 – SPECIAL TOPICS IN BUSINESS

An examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, accounting, or economics. The specific topic for a given semester and the course content are selected to meet student interest and need.

Prerequisite: varies by section. Fall, Spring, or Summer 3 hours

BUS 699 – MANAGEMENT SEMINAR

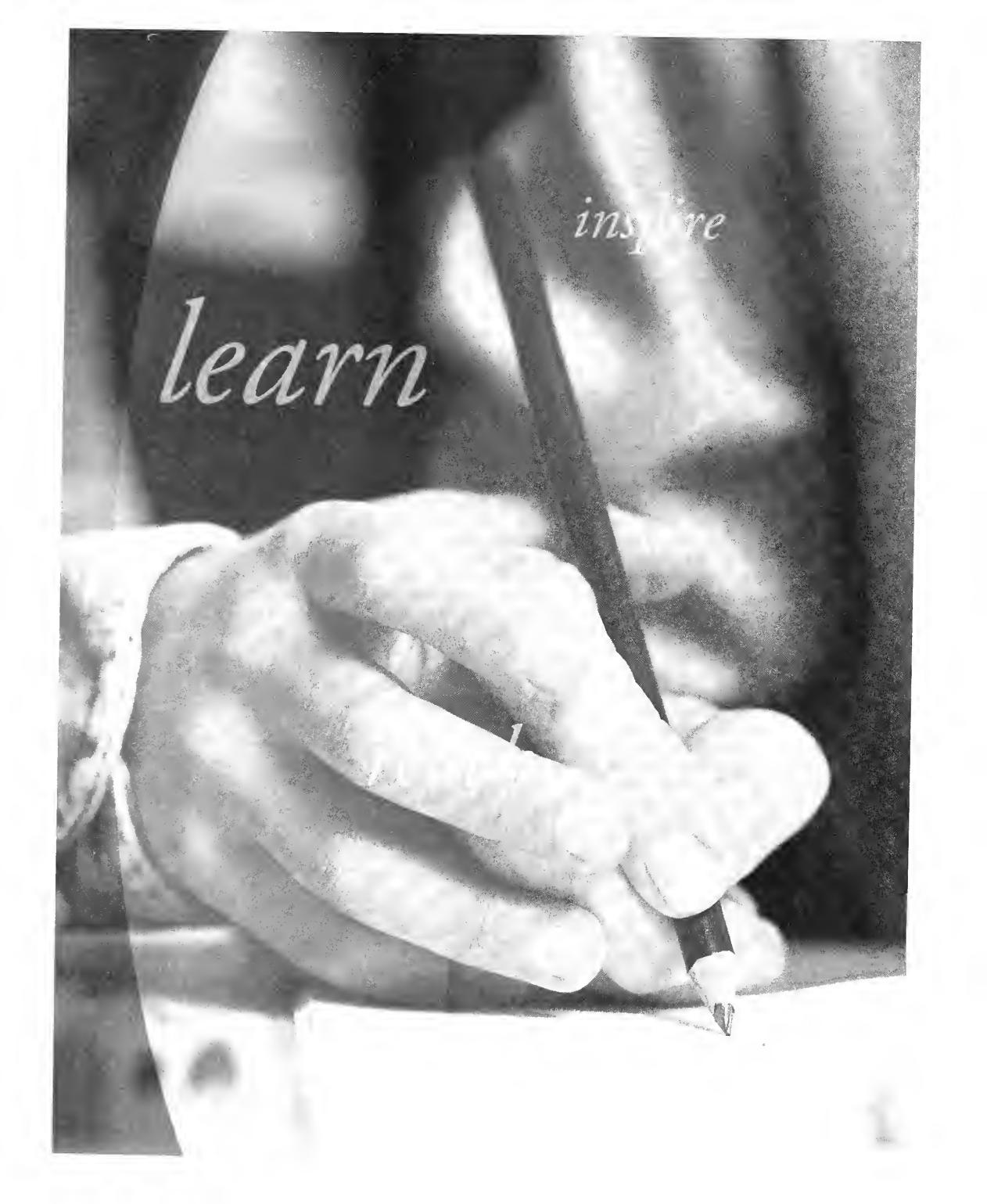
A capstone study that examines executive-level policy and decision-making processes in setting goals, determining objectives, and developing and implementing action plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial, and economic factors.

Prerequisites: completion of 30 graduate hours including BUS 620, 630, 640, 650, 670. Fall, Spring 3 hours

COE 600 – GRADUATE COOPERATIVE EDUCATION

A cooperative educational experience with companies and agencies approved by the Office of Career Services and the student's advisor. Participating students are supervised by a faculty advisor assigned by the Department. This course may be taken on multiple occasions. Credits will be in addition to the requirements of the program. A student must be enrolled for at least one graduate course in the semester in which s/he is enrolled in a cooperative experience.

Prerequisite: three semester hours of graduate credit at Meredith. Fall, Spring, or Summer 3 hours



learn

inspire

MASTER OF EDUCATION

School of Education

Ledford Hall

Linda Hubbard, Ph.D., *Dean, School of Education*

Ellen C. Graden, Ph.D., *Program Director, Graduate Studies in Education*

The Master of Education degree program is for the K-12 teacher who has a baccalaureate degree and a teaching license. Students take a common core of courses, and select a concentration (Reading, English as a Second Language (ESL), or Elementary Education). Licensure-only options include Reading (K-12) and ESL (K-12). The area of concentration enables students to develop expertise in one of the instructional areas of the school curriculum. A concentration in a licensure area will result in an M-level license in that area.

Courses are scheduled for fall, spring, and summer so that working teachers can continue both professional service and career development simultaneously.

Core coursework enables students to:

- evaluate the goals of education and develop a personal philosophy of education
- understand individual learners and the learning process
- meet the needs of today's at-risk and linguistically, socio-economically, and culturally diverse students
- effectively use computer technology in the classroom
- be a teacher-researcher
- design and implement a curriculum that creatively and effectively reflects their philosophy of education and understanding of the learning process and culture of schooling.



License Renewal Credits

Students holding baccalaureate degrees from regionally accredited colleges or universities may take courses in the Master of Education program. Students may use these credits to apply to the renewal of their teaching license. It is the responsibility of students to secure approval from the State Department of Public Instruction prior to pursuing coursework. Students may also apply up to six credit hours of Post-Baccalaureate Study (PBS) coursework toward the Master of Education or Licensure-only programs.

Comprehensive Examinations

Upon completion of all courses and research, a student must pass a comprehensive written examination. All comprehensive examinations will be administered during the semester in which the student expects to receive the degree. Each student will defend her or his research project or thesis through an oral examination. A student who has completed all coursework and wishes to take only the comprehensive exams during a semester must enroll in EDU 800.

To complete the requirements for North Carolina license in ESL or Reading, a passing score on the PRAXIS Teaching English as a Second Language or Reading test is necessary.

Program of Study

Choices	Core Courses	Specialty Courses	Electives	Total Credit Hours
Master of Education <i>with a concentration in ESL</i>				
	EDU 600 Curriculum Development EDU 610 Advanced Educational Psychology EDU 620 Philosophy of Education EDU 630 Education Research EDU 671 Reading Across the Curriculum EDU 650 Master's Thesis	EDU 541 Methods of Teaching ESL EDU 545 Culture and the Language Teacher EDU 643 Second Language Acquisition EDU 647 Teaching ESL in the Public Schools EDU 649 Advanced Methods of Teaching ESL		33-36
		EDU 541 Methods of Teaching ESL EDU 545 Culture and the Language Teacher EDU 643 Second Language Acquisition EDU 647 Teaching ESL in the Public Schools EDU 649 Advanced Methods of Teaching ESL		33-36
Master of Education <i>with a concentration in Reading</i>				
	EDU 600 Curriculum Development EDU 610 Advanced Educational Psychology EDU 620 Philosophy of Education EDU 630 Educational Research EDU 671 Reading Across the Curriculum EDU 650 Master's Thesis	EDU 670 Reading: Past, Present, and Future EDU 675 Intervention in the Reading Process EDU 676 Clinical Application of the Reading Process EDU 677 Teaching Writing in the K-12 Classroom	1 Elective	33-36
		EDU 670 Reading: Past, Present, and Future EDU 671 Reading Across the Curriculum EDU 675 Intervention in the Reading Process EDU 676 Clinical Application of the Reading Process EDU 677 Teaching Writing in the K-12 Classroom	1 Elective	33-36
Master of Education <i>with a concentration in Elementary Education</i>	EDU 600 Curriculum Development EDU 610 Advanced Educational Psychology EDU 620 Philosophy of Education EDU 630 Educational Research EDU 671 Reading Across the Curriculum	One Course in each area concentration Reading ESL Math	2 Electives	33-36

Required Competencies:

Before completing the program, students in the M.Ed. or Licensure program for English as a Second Language (ESL) must have one year of college or university foreign language instruction or the equivalent. All students must prove their English grammar competency by taking ENG 175, or by taking the final exam for this course. All students must fulfill the linguistics competency by taking ENG 505 Study of Linguistics or by submitting a transcript of an equivalent course from a regionally-accredited college or university.

Prerequisite Coursework

Students in the M.Ed. or Licensure program for Reading must have completed EDU 255 – Literature in the Elementary School or equivalent coursework, and EDU 344 – Communication Skills in the Elementary Classroom or equivalent coursework.

Master of Education Course Descriptions

EDU 541 – METHODS OF TEACHING ESL

An introduction to the field of TESL, focusing on the methods and materials of teaching various language skills and knowledge areas. Attention will be given to the integrated teaching of all skills within a communicative setting. *Fall, even-numbered years 3 hours*

EDU 545 – CULTURE AND THE LANGUAGE TEACHER

A study of the basic concepts of intercultural communication, including a comparison of American cultural orientations with those of other countries. A look at how these cultural differences relate to language teaching and learning. *Summer, odd-numbered years 3 hours*

EDU 600 – CURRICULUM DEVELOPMENT

Focusing on “what is learned” and “should be learned” in educational institutions, the course examines perspectives and paradigms of curriculum thought and their connection to educational practice. Attention is given to the relationships between content, pedagogic practice, assessment, and curriculum orientation. Students engage in critical reflection on fundamental issues concerning the curriculum; the purpose of education, hidden and explicit learning experiences; the organization and construction of knowledge. In the development of a curriculum project, students apply this understanding to the process of improving classroom and/or institutional practices. *Fall, odd-numbered years 3 hours*

ENG 605 – STUDY OF LINGUISTICS

An exploration of the systematic nature of language, looking at the systems of phonology, morphology, syntax, and semantics in English, and how these systems have changed over time. Attention will be given to the application of linguistic constructs in machine translation, artificial intelligence, sign language, and learning a second language.

Fall odd-numbered years 3 hours

EDU 610 – ADVANCED EDUCATIONAL PSYCHOLOGY

An in-depth exploration of fundamental questions about teaching, learning, and human development designed to facilitate more meaningful classroom teaching. The course is highly interactive, with learning taking place through individual and group research projects, seminar discussions, student-directed workshops and presentations; thus, facilitating the development of teachers as researchers and educational leaders. *Spring, odd-numbered years 3 hours*

EDU 620 – PHILOSOPHY OF EDUCATION

An exploration of our rich cultural heritage of educational ideas. Students will explore fundamental questions of educational purpose and practice through the study of educational philosophers past and present, analysis of the philosophical perspectives and practices underlying current practice, and development of their own philosophies of education. Students are expected to become reflective about their own thought processes, their philosophical and cultural assumptions, and develop their own visions of possibilities for classroom practice congruent with their well-justified and coherently articulated educational philosophy. *Fall, even-numbered years 3 hours*



EDU 630 – EDUCATIONAL RESEARCH

Organized around classroom-based inquiry and focused on the development of teachers as researchers, this course emphasizes understanding of research design and methods; reading and interpreting empirical information in professional literature; collecting and interpreting data; and linking research findings to educational practice. Also emphasized are the uses of library and Internet resources; analysis and critique of educational research; collaboration with colleagues in the research process; and an introduction to elementary statistics. *Spring, even-numbered years 3 hours*

EDU 640 – RESEARCH PROJECT IN EDUCATION

An in-depth, student-initiated project including annotated bibliographies and short papers. Regularly scheduled conferences and field supervision by the research director are an integral part of the course. *3 hours*

EDU 643 – SECOND LANGUAGE ACQUISITION

A broad view of second language acquisition from both psycholinguistic and sociolinguistic perspectives. Includes a comparison of first and second language learning, current theories of second language acquisition, the effect of

social interaction upon speech styles, and how speech defines groups. Applications are made to second language teaching. *Summer, even-numbered years 3 hours*

EDU 647 – TEACHING ESL IN THE PUBLIC SCHOOLS

A course focusing on the particular needs of the K-12 teacher: the historical and legal background of bilingual and ESL education, assessment and placement of ESL learners, literacy development, content-based instruction, and the adaptation of curricular materials. *Spring, even-numbered years 3 hours*

EDU 649 – SEMINAR IN ADVANCED METHODS OF TEACHING ESL

A culminating course consisting of a 30-hour K-12 practicum as well as periodic on-campus classes. Designed to provide a forum for reflective thinking about ESL teaching while acquiring greater in-depth knowledge about selected areas of ESL teaching methodology.

Prerequisite: EDU 541. Spring, even-numbered years 3 hours



EDU 650 – MASTER'S THESIS

The student will research, write, and defend orally the results of an in-depth examination of a Department-approved topic. Regularly scheduled conferences and field supervision by the research director are an integral part of the course. *(P/F) Fall, Spring 3 hours*

EDU 651 – MASTER'S THESIS

A continuation of EDU 650, for students who have not completed the thesis. *Prerequisite: EDU 650. (P/F) Fall, Spring 3 hours*

EDU 670 – READING: PAST, PRESENT, AND FUTURE

An in-depth study of the research and theoretical models upon which understanding of the developmental process of reading is based. Emphasis is given to critical evaluation of the issues, trends, and research in the field of reading. Students are required to plan, initiate, and evaluate an action research project and to be able to articulate their findings to interested parties. *Fall, odd-numbered years 3 hours*

EDU 671 – READING ACROSS THE CURRICULUM

An in-depth study of the reading and learning processes as they relate to different content areas of the curriculum. Emphasis is given to developing, evaluating, selecting, and adapting instructional media to meet the needs of students working in the content area. *Spring, even-numbered years 3 hours*

EDU 675 – INTERVENTION IN THE READING PROCESS

Teachers are introduced to both formal and informal assessment procedures relating to the reading process, with particular emphasis given to the latter. Teachers are required to implement a program of assessment with their own elementary public school students. In addition, teachers are required to demonstrate how their instructional program in reading and writing is responsive to the findings obtained as a result of the assessment procedures. *Fall, even-numbered years 3 hours*

EDU 676 – CLINICAL APPLICATIONS OF THE READING PROCESS

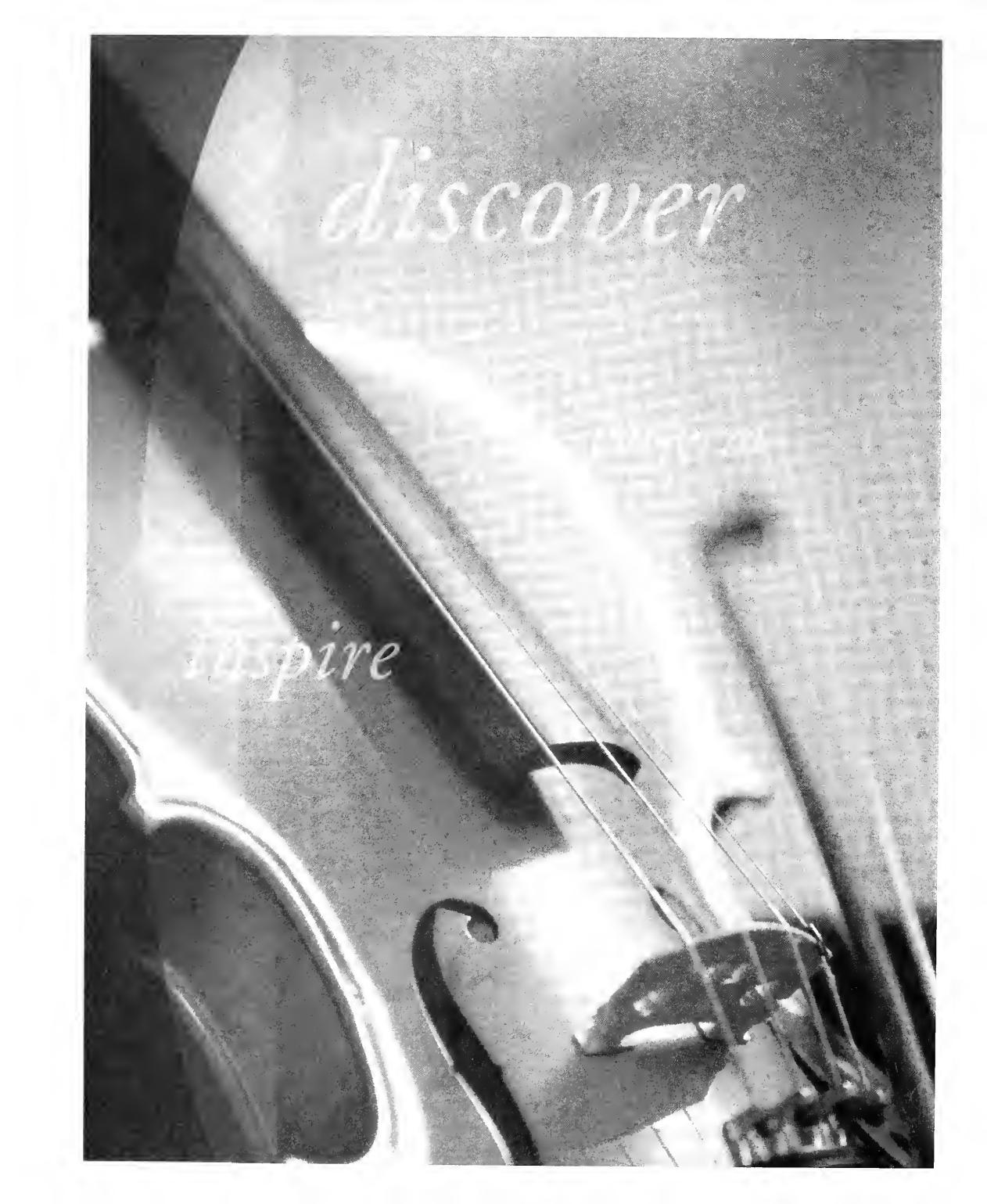
An in-depth tutoring experience with children who are experiencing severe difficulties with the reading acquisition process. Students are required to develop a profile of the child's abilities using information gained from assessment procedures administered. Students are then required to develop and implement a program of instructional intervention for themselves. *Prerequisite: EDU 675. Spring, odd-numbered years 3 hours*

**EDU 677 – THE TEACHING OF WRITING IN THE K-12 CLASSROOM**

The goal of this course is to assist teachers in developing the writing skills of K-12 students. At the conclusion of the course, students will show familiarity with current theories; be able to describe and assist students at various stages of the writing process; describe and assist children learning to write who have cultural and linguistic differences; show familiarity with writing evaluation techniques and writing across the curriculum; and integrate technology in the writing process. *Summer, odd-numbered years 3 hours*

EDU 800 – GRADUATE STUDY

Provides enrollment for students extending the thesis beyond two semesters and/or taking master's exams but not registered for others. May be repeated as needed. *(P/F) Fall, Spring, Summer 1 hour*



discover

inspire

MASTER OF MUSIC *in performance and pedagogy*

School of the Arts

Jones Auditorium and Wainwright Music Building

Rebecca Bailey Ph.D., *Dean, School of the Arts*

W. David Lynch, D.M.A., *Head, Department of Music*

James C. B. Fogle, Ph.D., *Program Director, Music
Graduate Studies*

The Master of Music in Performance and Pedagogy is an advanced degree for the studio teacher, performer, or church musician. Its intensely practical focus is on excellent teaching, developed through research and hands-on experience. The graduate student gains teaching experience through the Meredith College Department of Music and local private studios, and performing experience through the many recital opportunities both at Meredith and in the local community. Instruction and advising are highly individualized. In addition to private lessons in applied music, many graduate music courses are taught individually or in small groups.

Specific objectives of the program are to enable the student to:

- perform advanced literature well in a variety of situations
- continue growth in all music-related areas through research skills
- develop teaching skills by using a variety of techniques to teach students of all abilities and ages
- develop and use an advanced knowledge of music literature, history, theory, and pedagogy.

Audition

The student performs from memory approximately 20 minutes of music, including at least three pieces of contrasting character from different historical periods. The difficulty of the music should be comparable to undergraduate senior level, as described in the Meredith undergraduate catalogue.

The applicant will sight-read representative scores of easy to moderate difficulty. In an interview, members of the music faculty will explore the applicant's background, experience, and goals.

To obtain information or further details about audition requirements for specific instruments or voice, or to schedule an audition or interview, contact the Program Director.

Diagnostic Tests

Graduate students must take department diagnostic tests in theory and in music history. The student who scores lower than 75 percent on any test will normally take the appropriate undergraduate course(s) in the area(s) of weakness, and must achieve a minimum grade of B. In some cases, a student may be re-examined to achieve the minimum score of 75 percent.

Information on specific competencies tested is available in the Music Office. Satisfactory completion of the diagnostic tests must be accomplished any time before work on the Lecture-Recital (MUA 612) may be undertaken. Arrangements to take the diagnostic tests are made through the Music Office.

A student who performs music less advanced than undergraduate senior level on the audition will study applied music at the level appropriate to advancement until achieving satisfactory performance of music at the undergraduate senior level for at least one semester. The faculty will make determination of level in the principal applied study. This will occur initially at the audition, and subsequently at jury examinations at the end of each semester.

Foreign Language Proficiency

Students whose principal applied study is voice will be required to demonstrate proficiency at the intermediate level in French, German, and Italian.

Program of Study

Completion of the Master of Music in Performance and Pedagogy normally requires a minimum of four regular semesters and one summer session. A candidate in Performance and Pedagogy must successfully complete a minimum of 32 semester hours of graduate work. Voice and instrumental students need to secure the services of an accompanist, in consultation with their applied instructor. Students are responsible for fees that may be charged by the accompanist. Upon completion of all other requirements, students must pass comprehensive written and oral examinations.

Required Coursework

MUA 500, 600 PRINCIPAL APPLIED STUDY AT GRADUATE LEVEL	10
MUS 620 READINGS IN PEDAGOGY	2
MUS 621 PRACTICUM IN PEDAGOGY	2
MUS 622 SELECTED TOPICS IN PEDAGOGY	2
MUS 594 SEMINARS IN MUSIC LITERATURE (TWO)	4
MUS 514 LITERATURE OF THE PRINCIPAL APPLIED	2
MUS 595 SEMINARS IN THEORY (TWO)	4
MUS 610 BASIC RESEARCH IN MUSIC	3
MUS 696 GRADUATE PAPER	1
MUA 612 LECTURE-RECITAL	1
MUA 690 GRADUATE RECITAL	1
	32

Ensembles

All graduate students are strongly encouraged to participate in coached or conducted ensembles, with or without academic credit. Ensembles available to graduate students include large and small choral and instrumental ensembles, opera workshops, and piano ensemble, as listed in the departmental schedule each semester.

MUE 534 CHORAL ENSEMBLE

MUE 536 ACCOMPANYING

MUE 537 INSTRUMENTAL ENSEMBLE

MUE 538 ORCHESTRA

MUS 800 GRADUATE STUDY

Master of Music in Performance and Pedagogy Course Descriptions

MUA 500, 600* – PRINCIPAL APPLIED STUDY

Studio instruction in the major instrument or voice, at a level of repertoire and skills beyond those required for baccalaureate degrees. For two to three hours' credit per semester, the student receives the equivalent of a 60-minute lesson (or two 30-minute lessons) per week. The student practices a minimum of five hours per week for each hour of credit. In addition, weekly repertoire classes are required. Determination of level is made at jury examinations held at the end of each semester. In order to complete degree requirements, the student must achieve 600 level for at least two semesters (a minimum of four hours' credit at 600 level). **2 to 3 hours**

MUS 514 – LITERATURE OF THE PRINCIPAL APPLIED

A chronological study of principal repertoire for the student's major instrument or voice. Detailed attention, when appropriate, to compositional schools or examples important to the individual student. Analysis of selected examples; student and faculty performances of representative compositions. **2 hours**

MUS 594 – SEMINAR IN MUSIC LITERATURE

Research in topics in music literature, history, or performance. Different topics (selected by the instructor, the class, or individual students) will be studied each semester. *Required on two occasions for the Master of Music candidate. 2 hours*

MUS 610 – BASIC RESEARCH IN MUSIC

A series of assignments familiarize the student with reference material of all types necessary to conduct research in music. Assignments introduce specific problems and resources. Numerous short written assignments focus on various topics. The course culminates in presentations given by each student. *This course is offered only in summer session. 3 hours*

MUS 620 – READINGS IN PEDAGOGY

Prescribed readings, both pedagogical methods and repertoire, in the applied study. Instrumentalists will demonstrate literature from a repertoire reading list; singers will prepare repertoire lists appropriate for students at various levels of development. **2 hours**

MUS 621 – PRACTICUM IN PEDAGOGY

Supervised teaching of at least three students, varying in ability, experience, and age. The course includes a studio internship with a Meredith faculty member on a weekly basis. **2 hours**

MUS 622 – SELECTED TOPICS IN PEDAGOGY

Guided study of appropriate topics. For example, pianists may focus on group teaching techniques; singers, on dictation, accompanying, ensemble problems; organists, on basic organ pedagogy; violinists, on Suzuki techniques. **2 hours**

MUS 696 – GRADUATE PAPER

Based on research techniques of MUS 610, the student will write a paper on a topic to be approved by the assigned faculty committee. The topic may be chosen from these or other areas: literature of the principal applied study, musicology, theory, pedagogy, performance, interpretation. An advisor for the paper will be assigned by the Department Head. Two additional committee members will be selected to read the paper and determine a grade. Guidelines covering topic approval, research and writing, and evaluation of the Graduate Paper are available in the Music Office.

Prerequisite: MUS 610. 1 hour

MUS 595 – SEMINAR IN THEORY

Research in areas of theory, such as counterpoint, form and analysis, period styles, electronic music, computer applications, systems of analysis, and composition. Different topics will be studied each semester. *Required for two semesters for the Master of Music candidate. 2 hours*

MUA 612 – LECTURE-RECITAL*

A public presentation that combines research and performance, lasting about 45 minutes. The topic will be approved by the student's principal applied instructor and the assigned faculty committee. A document in the form of a program and/or a handout will be presented at the Lecture-Recital. To be presented no later than the semester following five hours of graduate credit in the principal applied study. *Prerequisite: MUS 610, and successful completion of all portions of the diagnostic tests in theory and music history. 1 hour*

MUA 690 – GRADUATE RECITAL*

A public performance, usually from memory, lasting about 60 minutes, which demonstrates work at 600 level in the student's major instrument or voice. To be given no earlier than during the last three hours of required study in the principal applied. **1 hour**

MUA 800 – GRADUATE STUDY

Students who are not registered for any course or applied study during a given semester must register for Music 800 in order to be considered active in the program. A pass-fail grade will be given at the end of the semester for the course. **1 hour**

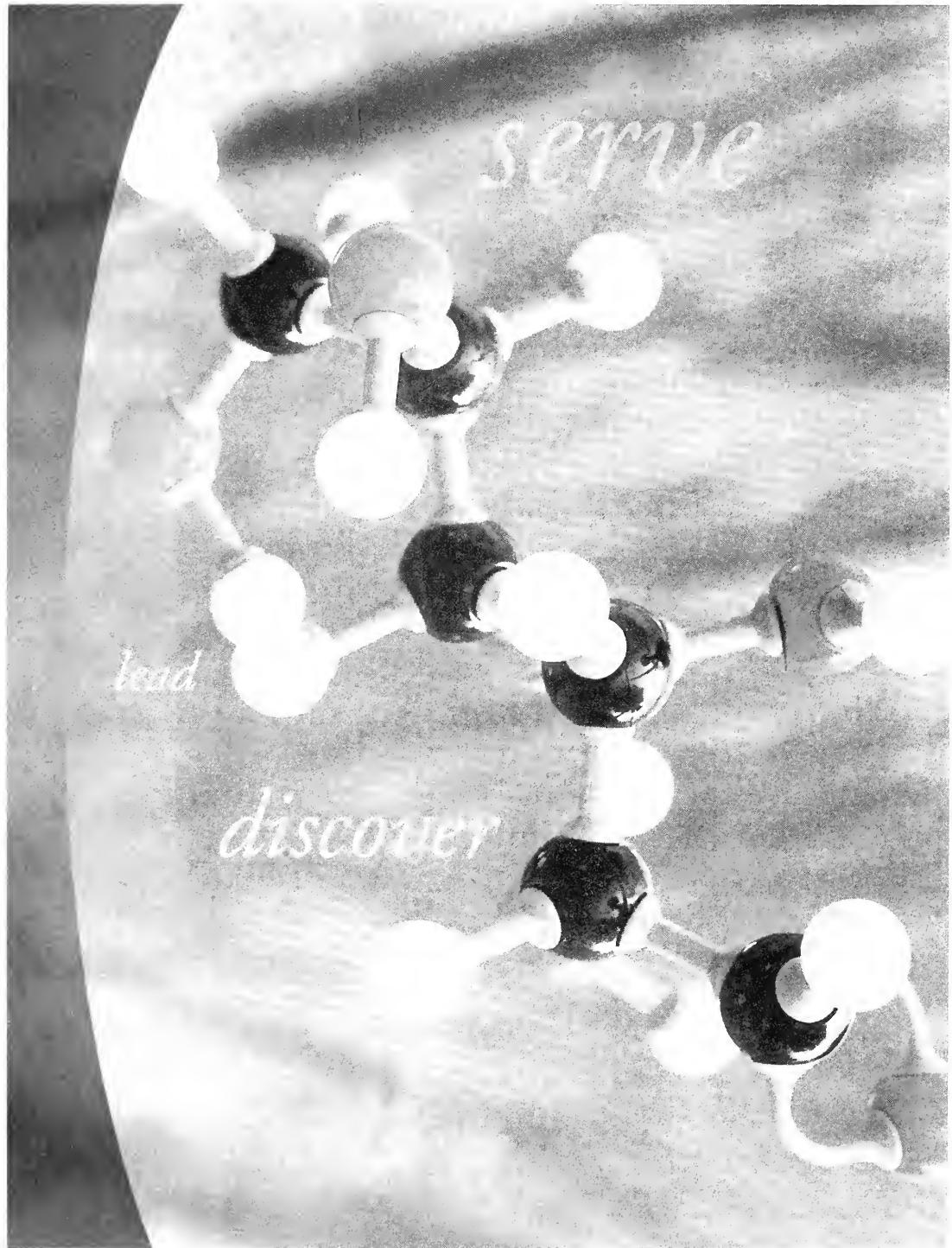
**There are additional charges for recitals and accompanist.*



serve

lead

discover



MASTER OF SCIENCE *in nutrition*

School of Health and Human Sciences

Hunter Hall

Marie Chamblee, Ph.D., *Dean, School of Health and Human Sciences*

Deborah Tippett, Ph.D., *Head, Department of Human Environmental Sciences*

William H. Landis, Ph.D., R.D., *Program Director, Graduate Studies in Nutrition*

The Master of Science in Nutrition program at Meredith College develops in its students a firm foundation in the role of nutrients in human health and biology and the research process, and develop leaders in the field. It enhances students' current areas of practice, meet professional development and continuing education needs, and encourage career advancement. After meeting core requirements, students can build upon their baccalaureate degrees in foods and nutrition, allied health, or related fields, and plan individualized programs to study specialized topics of particular interest to them.

Upon completion of the program, graduates will be able to:

- apply the fundamentals of the research process and use investigative skills to study and solve problems, or expand the knowledge base in the area of foods, nutrition, and dietetics
- apply critical thinking skills to develop and evaluate research
- provide service and leadership to professional and community organizations
- communicate effectively to professional and lay audiences.

Prerequisite Coursework

Introductory coursework in Chemistry (8 semester hrs), Statistics (3 hrs), Animal Physiology (4 hrs), Food or Food Science (3 hrs), Basic Nutrition (3 hrs), Advanced

Nutrition/Nutrient Metabolism (3 hrs). Prerequisite coursework may be completed after admission to the degree program. Undergraduate level courses must be completed prior to enrollment in graduate level courses.

The following Meredith College courses can be taken to fulfill prerequisite requirements. Course descriptions are located in the undergraduate catalogue.

BIO 322 HUMAN ANATOMY AND PHYSIOLOGY

BIO 323 VERTEBRATE PHYSIOLOGY

CHE 111 CHEMISTRY I

CHE 112 CHEMISTRY II

FN 124 PRINCIPLES OF FOODS

FN 227 INTRODUCTORY NUTRITION

FN 330 EXPERIMENTAL FOODS

FN 346 NUTRITIONAL BIOCHEMISTRY AND METABOLISM

MAT 245 STATISTICS

PSY 200 STATISTICAL METHODS IN PSYCHOLOGY

Comprehensive Examinations

Students are required to successfully complete comprehensive written and oral examinations to graduate from the program. Minimum eligibility to write for the exam is the completion of all core coursework. Scheduling of comprehensive examinations will be arranged with the permission of, and in consultation with, the student's faculty advisor.

Program of Study

The program is a 35- to 36-hour Master of Science in Nutrition program with a focus on applied human nutrition. The curriculum contains 14 hours of core coursework emphasizing the research process, advanced study of nutrients and their role in human health and biology, and leadership development. The remaining credits are derived

from elective courses in nutrition, other approved courses, and project hours (FN 670) or thesis (FN 680). Each student, whether choosing FN 670 or FN 680, will defend his or her project or thesis through an oral examination.

Required Core Courses

FN 610 RESEARCH METHODS IN FOODS AND NUTRITION

3

FN 620 ADVANCED NUTRIENT METABOLISM I

2

FN 621 ADVANCED NUTRIENT METABOLISM II

2

FN 625 SEMINAR IN NUTRITION

2

FCS 600 CONTEMPORARY LEADERSHIP

1

FCS 645 REGRESSION ANALYSIS AND OTHER MULTIVARIATE MODELS

3

IDS 610 INFORMATION RESEARCH AND TECHNOLOGY

1

FN 680 THESIS

6

OR

FN 670 DIRECTED STUDY IN NUTRITION AND DIETETICS

Elective Courses May Include:

FN 630 NUTRITION EDUCATION AND COUNSELING

3

FN 635 PEDIATRIC NUTRITION

3

FN 640 NUTRITION AND AGING

3

FN 645 WOMEN'S ISSUES IN NUTRITION

3

FN 650 VITAMINS, MINERALS, AND NUTRACEUTICALS

3

FN 655 NUTRITION, PHYSICAL PERFORMANCE AND WEIGHT MANAGEMENT

3

FN 670 DIRECTED STUDY IN NUTRITION AND DIETETICS

1-3

FN 675 TOPICS IN FOODS, NUTRITION AND DIETETICS

1-3

Master of Science in Nutrition Course Descriptions

FN 610 – RESEARCH METHODS IN FOODS AND NUTRITION

Using the scientific method and elements of critical thinking, students will design and develop a research project or thesis proposal. Appropriate evaluation and analyses will be applied to their proposal. Students will leave the course with a completed research proposal. *Prerequisites: IDS 610 and FCS 645 must be taken before or concurrently. Fall 3 hours*

FN 620 – ADVANCED NUTRIENT METABOLISM I

A study of the role of carbohydrates, fiber, and lipids in human nutrition and biology. Mechanisms of absorption, digestion, functions, requirements, and intermediary metabolism in cells, with emphasis on integration with other nutrients and systems. Clinical significance, current issues, and critical analysis of the research and professional literature. *2 hours*

FN 621 – ADVANCED NUTRIENT METABOLISM II

A study of the role of amino acids, protein, energy metabolism, and food regulation in human nutrition and biology. Mechanisms of absorption, digestion, function, requirements, and intermediary metabolism in cells, with emphasis on integration with other nutrients and systems. Clinical significance, current issues, and critical analysis of the research and professional literature. *Prerequisite: FN620 – Advanced Nutrient Metabolism I. 2 hours*

FN 625 – SEMINAR IN NUTRITION

A presentation-based course, the first part of the semester will be spent conducting a literature review on selected topics in the field. Students will develop oral presentations based on their literature review and will be required to develop and distribute a written abstract and bibliography on their topic. *Fall 2 hours*

FN 630 – NUTRITION EDUCATION AND COUNSELING

An interactive course with students developing, reviewing, and implementing various forms of nutrition education targeted to specific population groups. Students will develop, implement, and evaluate nutrition education materials. *3 hours*

FN 635 – PEDIATRIC NUTRITION

Study of the nutritional requirements and evaluation of nutritional status of infants and children. Chronic diseases, behavioral and psychological, hereditary metabolic, and neurological and developmental disorders, feeding problems, and the role of nutrition in the treatment of these special conditions in the pediatric population will be discussed. **3 hours**

FN 640 – NUTRITION AND AGING

Students will review and evaluate the current literature on specific topics related to nutrition and aging. Students will be expected to interact with older adults in some sort of feeding, assessment, or nutrition related project. **3 hours**

FN 645 – WOMEN'S ISSUES IN NUTRITION

A study of the diet and nutritional needs of women in growth and development, pre- and post-menopause, and in pregnancy and lactation. Review and discussion of recent literature on diet and nutrition as risk factors for chronic disease in women. Development of educational materials and counseling strategies for this population. **3 hours**

FN 650 – VITAMINS, MINERALS, AND NUTRACEUTICALS

A study of the essential vitamins and minerals in humans. Mechanisms of absorption, digestion, functions, requirements, metabolism, and current issues. A review of functional foods, phytochemicals, herbs, and other biologically active compounds in foods, and their relevance to the prevention and treatment of disease. Critical analysis of the research and professional literature. **3 hours**

FN 655 – NUTRITION, PHYSICAL PERFORMANCE, AND WEIGHT MANAGEMENT

A study of diet and nutrition needs of athletes and physically active people, including nutrition assessment and counseling of this population. Nutrition facts and fallacies in sport nutrition, efficacy of supplements, specialized foods, and ergogenic aids on the enhancement of physical performance. Basic concepts and current issues in weight management and obesity, including etiology and treatment. **3 hours**

FN 670 – DIRECTED STUDY IN NUTRITION AND DIETETICS

Individual student investigation of selected topics in the field of nutrition and dietetics. *Prerequisite: permission of graduate advisor. 1 to 3 hours*

FN 675 – TOPICS IN FOODS, NUTRITION, AND DIETETICS

Advanced study of a variety of current, new, and/or controversial topics in the field of foods, nutrition, and dietetics. *Prerequisite: permission of graduate advisor. 1 to 3 hours*

FN 680 – THESIS

Research in nutrition and dietetics directed by a graduate committee. *Prerequisites: FN610, FCS 645, and permission of graduate advisor. 6 hours*

FCS 600 – CONTEMPORARY LEADERSHIP

Study of the concepts of leadership and the characteristics of leaders. Application of the tools, skills, and resources to serve as innovative and effective leaders, active citizens, and professionals. Professional ethics, communication, conduct, and collaboration among diverse groups will also be discussed. **1 hour**

FCS 645 – REGRESSION ANALYSIS AND OTHER MULTIVARIATE MODELS

This course begins with linear regression and building models for estimation and prediction in the biological sciences. The same concepts will be examined using multiple regression, and residual analysis will be added. Topics also will include analysis of variance and covariance, basic concepts of experimental design, and ethical issues in data analysis and interpretation. Statistical software will be used. *Prerequisites: completion of program prerequisites, which include an approved, 3-hour undergraduate statistics course or a competency test. 3 hours*

IDS 610 – INFORMATION RESEARCH AND TECHNOLOGY

An interactive course in which students use the computer network and library information resources in all formats to conduct literature searches. Students will practice accessing and evaluating information relevant to their thesis or project research in government documents, Medline, and other resources. **1 hour**

FN800 – GRADUATE STUDY

Provides enrollment for students extending the thesis beyond two semesters and/or taking master's exams but not registered for other course. May be repeated as needed. *(P/F) 1 hour*

discover

more

lead

DIETETIC INTERNSHIP

School of Health and Human Sciences

Hunter Hall

Marie Chamblee, Ph.D., *Dean, School of Health and Human Sciences*

Deborah Tippett, Ph.D., *Head, Department of Human Environmental Sciences*

Debrah Barish, M.AG.,R.D., *Program Director, Dietetic Internship*

Internship Philosophy

The Dietetic Internship builds on the academic preparation of Didactic Programs in Dietetics (DPD). It provides the education in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association (ADA). Students will gain solid understanding and experience in normal and clinical nutrition, public health nutrition, and food service management. They will apply nutritional principles to all stages of the life cycle, disease prevention, control of disease process, and restoration of health through effective communication and in the context of human relationships. The program, which admits qualified men and women, strives to create a supportive, diverse, and intellectually rigorous environment for dietetic education. Analytical and conceptual skills will be further developed through graduate coursework. Students will develop the knowledge, skills, and values that will prepare them to assume leadership roles and strive for professional competence, productivity, and service to society.

Internship Goals

Upon completion of the Dietetic Internship program, students will be able to:

- meet or exceed competency expectations for entry-level dietitians;

- pursue careers in the various areas of dietetic practice;
- successfully complete the registration examination for dietitians;
- provide leadership and service professionally and to the community; and
- pursue a course of lifelong learning through continuing education opportunities.

Accreditation Status

The Meredith College Dietetic Internship program is accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association.

Application Procedures

Candidates can request an application package from the John E. Weems Graduate School. The following application materials must be submitted to the Dietetic Internship Director:

1. A completed Declaration of Intent to Complete Degree and ADA-Minimum Academic Requirements or an ADA Verification Statement signed by the applicant and the Program Director of a Didactic Program in Dietetics. A valid Verification Statement stating successful completion of an ADA-approved Didactic Program in Dietetics must be submitted before the applicant can enter the internship;
2. An official baccalaureate transcript from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant has attended;
3. A completed ADA application (most recent version), which includes educational background, work experience or internships, activities, and honors;

4. Three letters of recommendation from people with knowledge of the applicant's professional potential and character: one from the DPD Program Director, one from a professor, and one preferably from a supervisor;
5. A letter of application stating professional and educational goals and the reasons for choice of this Dietetic Internship;
6. Test of English as a Foreign Language (TOEFL) scores (for international students only)
7. A non-refundable application fee of \$50.00, payable to the John E. Weems Graduate School.

All applicants to Dietetic Internships (DI) and most Pre-Professional Practice Programs (AP4) must participate in computer matching. Applicants should request instructions and mark/sense card to prioritize their DI or AP4 preferences. Applicants should request this material from D&D Digital Systems (see address below). This request should be made to allow turnaround time for submitting the completed mark/sense card by the February 15 postmark deadline. There is no charge for this material. However, there is a \$50.00 charge for computer matching that is due with the applicant's prioritized ranking.

Address requests to:

D&D Digital Systems
304 Main Street, Suite 301
Ames, IA 50010
(515) 292-0490

The postmark deadline for the application package and the D&D mark/sense card is February 15. (Date may vary slightly from year to year. Check current ADA publications, ADA website (www.eatright.org) or with DPD Director for exact deadline date each year.)

Admission Criteria

Applicants for admission must submit all materials listed under Application Procedures. In addition, applicants must have a minimum undergraduate GPA of 2.8/4.0 overall, or for the last 60 hours of coursework verified by transcripts from all institutions, and approval by the Dietetic Internship program selection committee.

Master in Nutrition Program

Admission to the MS degree in Nutrition and the Dietetic Internship programs at Meredith College requires separate applications. Acceptance into the MS program does not imply acceptance into the Dietetic Internship program, or vice versa. Students seeking admission into the Dietetic Internship program should follow the application procedures established by the American Dietetic Association and the Meredith College Dietetic Internship program. Students successfully completing the Meredith College Dietetic Internship program can transfer ten graduate credit hours to the MS in Nutrition program, and those who complete Dietetic Internships elsewhere may be eligible to transfer up to six graduate credits into Meredith's MS in Nutrition program.

An applicant to Meredith's Master of Science in Nutrition program who has successfully (received all As or Bs) completed his or her academic coursework for Meredith's Dietetic Internship, may request in writing that s/he be allowed to substitute this academic work, along with a recommendation from his or her DI supervisor, for the GRE.

Notification of Admission

The applicant will receive notification of the results of the computer matching from D&D Digital Systems by overnight mail or e-mail. Applicants should call or fax the Dietetic Internship Director to confirm their acceptance of the match to the Dietetic Internship at Meredith College by the designated appointment date (check current ADA literature for exact date each year). A letter confirming acceptance to the appointment must be postmarked, or sent by fax, within 24 hours after the phone call.



Certification

The student who successfully completes the Dietetic Internship program will receive a Program Verification Statement signed by the Program Director. This allows the student to sit for the Registration Examination for Dietitians.

Program of Study

Students must take two three-hour graduate level courses: Advanced Clinical Nutrition Seminar (fall) and a course of their choice. In addition, students will complete three rotations in clinical nutrition, food service management, and community nutrition, and a three-week enrichment rotation of their choice. Students will go on local field trips and have opportunities to attend regional or national professional meetings.

Dietetic Internship Course Descriptions

FN 601 – ADVANCED CLINICAL NUTRITION SEMINAR

Advanced study of the relationship between nutrition and selected pathophysiological conditions. Discussion of the

role of nutrition in the prevention, treatment, and rehabilitation of those conditions. Ethical and legislative issues in dietetics will be discussed. **3 hours**

Graduate Level Elective

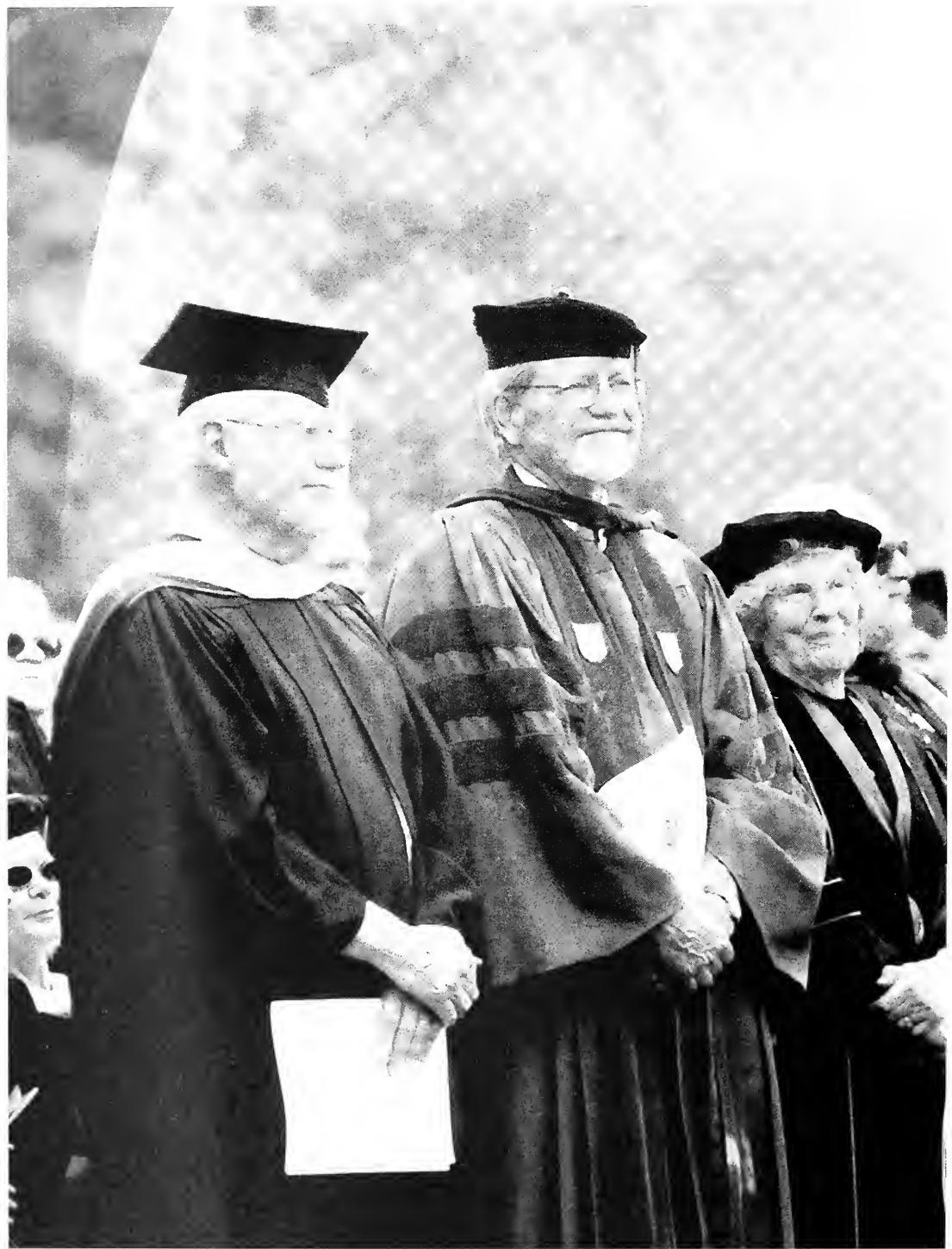
For their second course, Dietetic Internship students will select from the graduate level elective courses offered each spring semester. For a complete list of elective courses, see the Master of Science in Nutrition program section on page 44.

FN 603 FOOD SERVICE MANAGEMENT (SUPERVISED FIELD EXPERIENCE)

FN 604 CLINICAL NUTRITION (SUPERVISED FIELD EXPERIENCE)

FN 605 COMMUNITY NUTRITION (SUPERVISED FIELD EXPERIENCE)

FN 606 ENRICHMENT ROTATION



GRADUATE SCHOOL FACULTY *and Staff Directory*

The faculty at Meredith College is central to its function as an institution of learning. Teaching is the primary task of the College, and faculty members are educators as well as research scholars. As the cornerstone of the academic enterprise and community spirit at the Graduate School, faculty members study, encourage learning, advise students, engage in research, publish and exhibit their work, perform, help establish the academic policies of the College, and work in the surrounding communities and churches.

More than three-quarters of the full-time faculty has earned a doctorate or other terminal degree. Advanced degrees earned by the faculty represent approximately 75 graduate schools. Several faculty members have received grants from Fulbright, Danforth, the National Endowment for the Humanities, the National Science Foundation, and other prestigious programs and organizations.

In addition, Meredith College, by virtue of its central location in the heart of the Research Triangle, is able to supplement its faculty with an infusion of expertise from the surrounding business, governmental, educational, and cultural organizations and resources.

(Dates in parentheses indicate the year in which the individual joined Meredith.)

ADMINISTRATION

President of the College

MAUREEN A. HARTFORD, ED.D. (1999)
hartfordm@meredith.edu

Vice President for Institutional Advancement

CONNIE HARRIS, B.S., (2002)
harrisco@meredith.edu

Vice President for Student Development

JEAN JACKSON, PH.D. (1983)
jacksonj@meredith.edu

Vice President for Academic Affairs

ROSALIND R. REICHARD, PH.D. (2000)
reichardr@meredith.edu

Vice President for Business and Finance

WILLIAM F. WADE JR., B.S., C.P.A. (1986)
wadeb@meredith.edu

Graduate and Professional Studies

CLAIRE MCCULLOUGH, PH.D. (2002)
Assistant Vice President

KAREN SAMPSON, B.A. (1996)
Assistant

HELEN FALLWELL (2001)
Receptionist

Graduate School

DEBORAH J. HORVITZ, M.S.ED. (2001)
Director, Graduate Studies

LARA J. KINAS, B.S. (2001)
Assistant Director, Graduate Studies

LAURA G. MCCLAIN, B.S. (2000)
Research and Operations Manager

School of Business

SIDNEY ADKINS, ED.D. (2001)
Dean

JOHN MILEWICZ, PH.D. (2002)
Head, Graduate Business Programs

PAGE MIDYETTE, M.B.A. (2002)
Director, MBA Program

DIANNE G. PARKER (1996)
Assistant to the Dean

School of Education

LINDA HUBBARD, PH.D. (2002)
Dean

ELLEN GRADEN, PH.D. (1996)
Program Director, Graduate Studies in Education

SHARON JONES (2001)
Departmental Assistant

School of the Arts

BECKY BAILEY, PH.D. (1985)

Dean

W. DAVID LYNCH, D.M.A. (1969)

Department Head

JAMES C. B. FOGLE, PH.D. (1977)

Program Director, Music Graduate Studies

JEANNETTE ROGERS (1986)

Departmental Assistant

School of Health and Human Sciences

MARIE CHAMBLEE, PH.D. (1977)

Dean

DEBORAH TIPPETT, PH.D. (1987)

Department Head

WILLIAM H. LANDIS, PH.D., R.D. (1996)

Program Director, Graduate Studies in Nutrition

DEBRAH BARISH, M.A.G. (1990)

Program Director, Dietetic Internship

ALYCE TOWNSEND (1986)

Departmental Assistant

FACULTY

(Dates in parentheses indicate the year in which the individual joined Meredith.)

SIDNEY ADKINS, ED.D. (2001)

Dean, School of Business

B.S., Appalachian State University; M.Ed., Shippensburg State University; Ed.D., University of Virginia

DEBRAH BARISH, M.A.G. (1990)

Adjunct Instructor of Human Environmental Sciences

B.S., M.A.G., University of Florida

M. TONY BLEDSOE, ED.D. (1981)

Associate Professor of Business

B.S., Atlantic Christian College; A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro

LISBETH BRITTAINE CARTER, M.M. (1994)

Adjunct Instructor of Music

A.M., Boston Conservatory of Music; M.M., Meredith College

JAMES L. CLYBURN, M.S. (1958)

Professor Emeritus of Music

A.B., Elon College; M.S., Juilliard School of Music

SUSAN FISHER, PH.D., R.D. (1998)

Assistant Professor of Human Environmental Sciences

B.S., M.S., Florida State University; Ph.D., University of Tennessee

JAMES C.B. FOGLE, PH.D. (1977)

Professor of Music

A.B., Elon College; A.M., Ph.D., University of North Carolina at Chapel Hill

LISA M. FREDENBURGH, D.M.A. (1996)

Associate Professor of Music

A.B., Luther College; M.M. (voice), M.M. (conducting), D.M.A., University of Arizona

PHYLLIS W. GARRISS, M.M. (1951)

Professor Emerita of Music

A.B., M.B., Hastings College; M.M., Eastman School of Music

JANE GLEASON, PH.D. (2002)

Associate Professor of Education

B.S., M.Ed., East Carolina University; Ph.D., University of North Carolina at Chapel Hill

ELLEN GRADEN, PH.D. (1996)

Assistant Professor of Education

A.B., Murray State University; A.M., University of Kentucky; Ph.D., Ohio State University

ROSEMARY T. HORNAK, PH.D. (1977)

Professor of Psychology

A.B., Wheeling College; A.M., Ph.D., Ohio State University

VIRGINIA EWING HUDSON, MUS.M. (1981)

Adjunct Instructor of Music

Mus.B., University of Texas; Mus.M. North Carolina School of the Arts

MARY KIRCHNER, PH.D. (1999)

Adjunct Professor of Business

B.A., University of Alabama; M.A., University of Iowa; M.Acc., Ph.D., University of Tennessee

WILLIAM H. LANDIS, PH.D., R.D. (1996)

Associate Professor of Human Environmental Sciences

B.A., Guilford College; M.S., Ph.D., University of North Carolina at Greensboro

ROSE J. LIPPARD, M.B.A., J.D. (1989)

Assistant Professor of Business

A.B., Meredith College; M.B.A., American University; J.D., George Washington University

TOM L. LOHR, M.M. (1979)*Adjunct Instructor of Music*

B.M., University of North Carolina at Chapel Hill; M.M., University of Kentucky

KENT LYMAN, D.M. (2000)*Associate Professor of Music*

B.M., University of Utah; M.M., Indiana University; D.M., Indiana University

W. DAVID LYNCH, D.M.A. (1969)*Professor of Music*

B.M., Oberlin College; M.M., D.M.A., Performer's certificate, Eastman School of Music of the University of Rochester; Akademie "Mozarteum," Salzburg, Austria

MONICA B. MCKINNEY, PH.D. (2000)*Assistant Professor of Education*

A.B., Ph.D., University of North Carolina at Chapel Hill

JOHN C. MILEWICZ, PH.D. (2002)*Associate Professor of Business*

B.S., M.S., Ph.D., University of Alabama

PHILIP A. MORRISSETTE (2003)*Adjunct Professor of Business*

B.S., M.B.A., Syracuse University

SHELIA NATARAJAN (2000)*Adjunct Professor of Business*

B.Econ., M.A., New Delhi University; A.M., Ph.D., North Carolina University

PAMELA NELSON, M.M. (1977)*Adjunct Instructor of Music*

B.M., Southern Illinois University; M.M., North Carolina School of the Arts

REBECCA J. OATSVAL, PH.D. (1984)*Professor of Business*

B.S., M.Acc., Ph.D., University of South Carolina

WETONAH RICE PARKER, ED.D. (1993)*Associate Professor of Education*

B.S., Ball State University; M.Ed., North Carolina Central University; Ed.D., North Carolina State University

THOMAS PENCEK, D.B.A. (1998)*Associate Professor of Business*

B.S., State University College at Fredonia; M.B.A., D.B.A., Mississippi State University

JACK ROLLER, D.M.A. (2000)*Associate Professor of Music*

B.M.Ed., M.M.Ed., M.M., University of Tulsa; D.M.A., University of Kansas

JODY ROUBANIS, ED.D. (1997)*Assistant Professor, Human Environmental Sciences*

A.A., Orange Coast College; B.S., California State University; Ed.D., M.S., North Carolina State University

SHERRY SHAPIRO, ED.D. (1989)*Associate Professor of Dance*

A.B., A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro

TIMOTHY W. SPARKS, MUS.M. (1993)*Adjunct Instructor of Music*

Mus.B., University of North Carolina at Chapel Hill; Mus.M., Eastman School of Music of the University of Rochester

LOUISE TAYLOR, PH.D. (1978)*Professor of English*

A.B., Swarthmore College; M.A.T., Duke University; A.M., Ph.D., Florida State University

ANTHONY J. VAGLIO, JR., PH.D. (1977)*Professor of Music*

A.B., Adelphi University; M.M., Butler University; Ph.D., Eastman School of Music of the University of Rochester

DOUGLAS J. WAKEMAN, PH.D. (1984)*Professor of Business*

A.B., Ph.D., University of North Carolina at Chapel Hill

BETH A. WEIR, ED.D. (1988)*Professor of Education*

B.Ed., Massey University; M.Ed., Ed.D., North Carolina State University

ELLEN WILLIAMS, D.M. (1992)*Professor of Music*

A.B., Meredith College; M.M., New England Conservatory; D.M., Florida State University

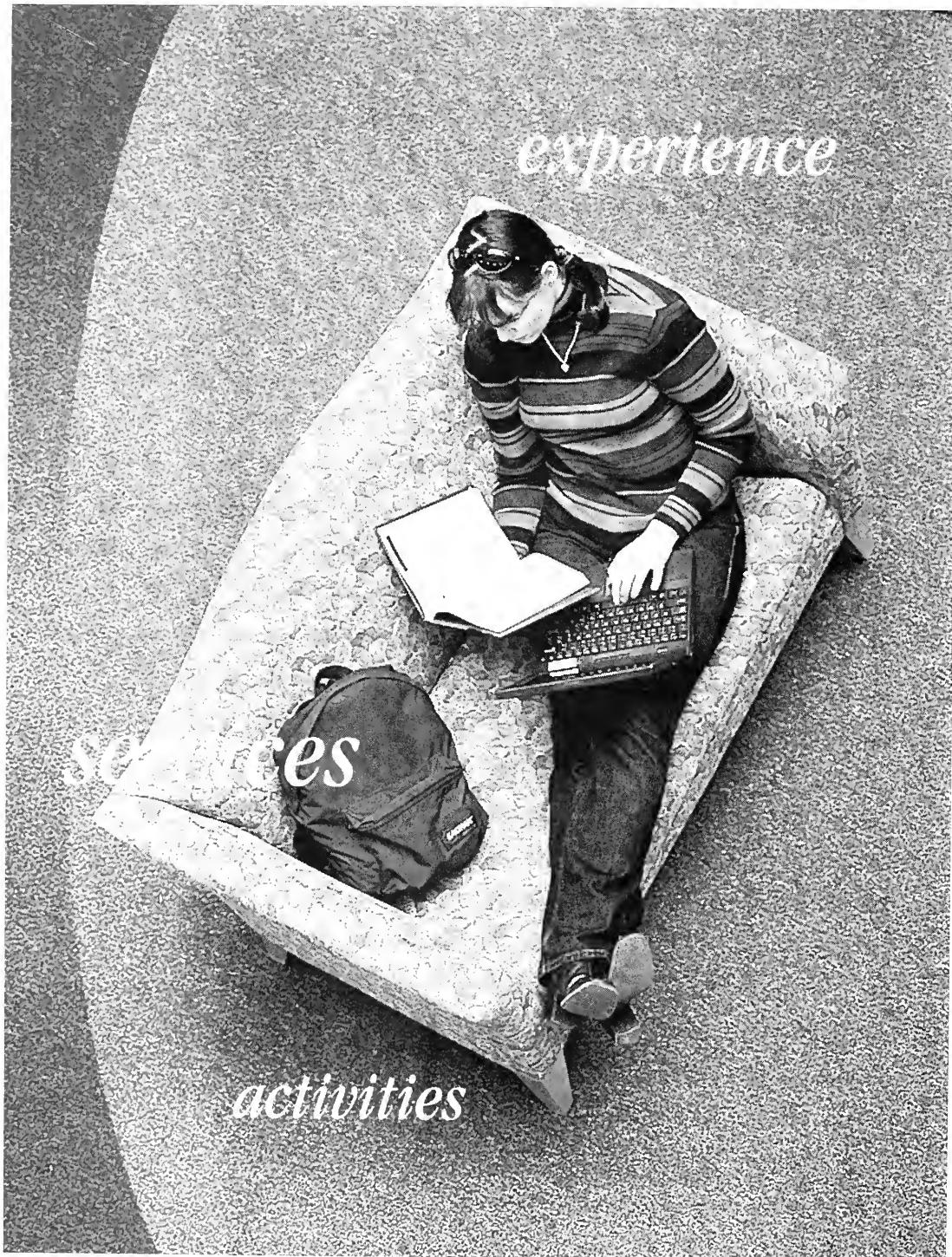
ANNE YORK, PH.D. (1999)*Assistant Professor of Business*

B.S., Elon College; M.S., University of North Carolina at Charlotte; Ph.D., North Carolina State University

experience

stories

activities



GRADUATE STUDENT *Activities and Services*

As a graduate student, you are a vital member of the Meredith College community. We hope you will take advantage of the wide range of activities and services designed to complement your academic program and help you get the most out of your Meredith experience. Some are activities that can broaden your cultural and social horizons; others are services available to help you balance your busy life, enhance your health, and optimize your educational experience. Use the Fitness Center, attend a concert or lecture, scan the bulletin boards in the Cate Center, log on to the Meredith College web site, or just spend time with your classmates or family on the beautiful Meredith campus – and let us know if there is anything else we can do to help ensure that your graduate school experience is everything you want it to be.

In alphabetical order:

Amphitheater and Lake

The Elva Bryan McIver Amphitheater and lake provide a lovely setting and one of Meredith's well-known landmarks. Many Meredith students find the lake area perfect for study, quiet conversation, relaxation, or contemplation. Social events, such as picnics, are often held there, as are more official gatherings, such as spring graduation exercises. For security reasons, use of the lake at night is prohibited. Swimming in the lake is also prohibited at any time.

ATM Machines

A Wachovia automated teller machine is located in the lobby of the first floor of the Cate Center. The machine provides most services available at most ATMs, with the exception of deposits. There is no fee to customers of Wachovia Bank; a small fee will apply to customers of other banks who use the Plus or Relay network to access their accounts. The lobby of Cate Center is open from 6:00 a.m. until midnight.



Blackboard

(Web-based academic program supplements)

Blackboard is a software tool, accessed via a Web browser, that allows instructors to supplement their classroom activities by providing a central location for course documents, class policies, assignments, grades, and recommended web links.

Each new graduate student receives his or her own Blackboard account, with a login and initial password supplied by Technology Services, to access for any course. Check with each instructor to find out if Blackboard will be used for a particular class.

To access your Meredith Blackboard account via the Web:

- Visit <http://www.courses.meredith.edu>, enter the following information, then click on <Login>:
 - USERID (this is the text of your Meredith email address before "@")
 - PASSWORD (initially set as the last four digits of your social security number)
- <Logoff> when you are finished

Bulletin Boards and Publicity

Bulletin boards located in the Cate Center are an important avenue of communication for graduate students. Campus offices and organizations regularly post information about programs, projects, and meeting times on these boards. Each group that uses a bulletin board is responsible for posting its own announcements, and each publicity item should be stamped and approved by the Office of Student Activities and Leadership Development. To provide adequate space for each group, all announcements should be put up no earlier than one week prior to an event, and must be removed immediately following the event. Individuals may use the bulletin boards on the second floor of the Cate Center to post information, as long as they have the item stamped for approval. Unapproved announcements will be removed.

To post announcements in the Cate Center for non-Meredith College events, approval must be secured from the Office of Student Activities and Leadership Development prior to posting. Unapproved announcements will be removed. All announcements/fliers must identify the sponsoring organization and/or a contact person. Meredith College reserves the right to deny permission to post publicity from any group that is not in accord with the philosophy of the College.

Students, faculty, and staff from the Meredith College community may submit **e-news articles** using the e-news submission form on Meredith's web site. Articles are posted as expeditiously as possible on a first-come, first-served basis, and are posted at the discretion of the webmaster.

The weekly campus newspaper, the *Meredith Herald*, is published 13 times each fall and spring semester. Letters to the editor and article submissions are encouraged from all students. The deadline for submissions is 12:00 p.m. every Monday. Submissions can be placed in the *Herald's* box located outside the Publications Office on the second floor of the Cate Center, or submitted via email to herald@meredith.edu.

Meredith Cable Television channels 5, 10, and 11 are cablecast from Meredith Cable Television (MCTV), locat-



ed in room 13 of the Carlyle Campbell Library. Channel 10 is the home for MCTV weekly programs, some of which are produced by undergraduate video production students. Channel 11 airs SCOLA (international news and entertainment programming). Channel 5 is Meredith's 24-hour information center. It's fast, easy, and free. Paid advertisements are not accepted on any MCTV Channel. MCTV provides video editing and post-production facilities for educational projects and commercials for campus events. Appointments, made well in advance, are necessary. Any questions or concerns regarding MCTV, video course offerings, or the Meredith Video Club should be directed to the Cable Administrator located in the Carlyle Campbell Library. (MCTV is open weekdays, 9:00 a.m. - 5:00 p.m.)

Other avenues for publicity may be offered through individual schools and programs. Students should contact their Program Director for more information.

Campus Cultural and Athletic Programs

For information on campus events, call 760-8533. To reach the *Meredith Performs* Box Office, call 760-2840.

Campus-sponsored cultural and athletic programs are generally free-of-charge to all Meredith students, and can add another dimension to the graduate student experience.

- Convocations for the entire Meredith community are held throughout the year, often on Mondays. Convocations provide a forum to explore spiritual, intellectual, cultural, and social ideas through speakers or performances from a variety of fields.
- Symposia are offered occasionally to explore in-depth ideas and issues of concern to the College community.
- As an NCAA Division III college, Meredith fields undergraduate women's teams in basketball, soccer, softball, tennis, and volleyball. Teams welcome spectators to cheer them on.
- The *Meredith Performs* Series features student theater, music, and dance productions, as well as other outstanding artists, lecturers, and performers. Other arts opportunities on campus include: music recitals by Meredith students, faculty, and guests; art exhibits in Johnson Hall, Gaddy-Hamrick Art Center, and other campus locations that feature the work of student art majors and other artists; and lectures by regionally and nationally acclaimed proponents of the arts.

Campus Dining

Belk Dining Hall (760-8377) is located near the center of campus and offers a variety of dining options, including a salad bar, sandwich bar, American entrees, ethnically inspired foods, and vegetarian selections. Dining Hall menus can be found online or by calling the campus menu line. Belk Dining Hall is closed during breaks.

Belk Dining Hall is open for:

Breakfast	7:30 - 8:30 a.m.	Monday to Friday
Continental		
Breakfast	8:30 - 10:15 a.m.	Monday to Friday

	8:30 -10:00 a.m.	Saturday and Sunday
Brunch	11:30 a.m. - 1:30 p.m.	Saturday and Sunday
Lunch	11:30 a.m. - 1:30 p.m.	Monday to Friday
Light Lunch	1:30 p.m. - 2:00 p.m.	Monday to Friday
Dinner	4:30 - 6:30 p.m.	Monday to Friday
	4:30 - 6:00 p.m.	Saturday and Sunday

The BeeHive Café (760-8328) is located on the second floor of the Cate Center. Menu selections include burgers, pizza, deli sandwiches, and Chick-Fil-A. In addition, you can enjoy hot soups, salads, snacks and beverages. The BeeHive Café information board posts daily specials. The Café is generally open when classes are in session, closed on Saturdays and Sundays, and operates on a reduced schedule during breaks and summer months.

The BeeHive Café is open:

7:30 a.m. - 8:30 p.m. Monday to Thursday
7:30 a.m. - 4:00 p.m. Friday
Closed Saturday and Sunday

Campus catering services are available for on-campus events. From light refreshment breaks for student organization meetings to formal luncheons and dinners, the catering service's goal is to ensure the success of every event. In addition, the service's on-campus bakery can create decorated cakes for any occasion. For most orders, a minimum of 48 hours notice is required.

If you plan to use the dining services on a regular basis, contact Dining Services to ask about the Commuter Meal Plan.

Campus ID Cards/CamCards

Campus Police 769-8888

All Meredith students are required to have and carry a Meredith picture identification card called the **CamCard**. All graduate students, including degree-seeking, licensure-only, post-baccalaureate study (non-degree), visiting students, and dietetic interns. CamCards are required to check out library materials and for general identification purposes around the campus. Identification cards are made free of charge in the Security Office.

Any student who has a CamCard may open a **Secure Spending Account** by making a deposit to this account. Once funds are deposited in the Secure Spending Account, students can use the CamCard to make purchases that will be deducted from this account in the Meredith Supply Store, certain campus vending operations, campus photo-copy machines, and for individual meal purchases in the Belk Dining Hall and the BeeHive Café. Deposits may be made in person at the Accounting Office or by mail. Cash withdrawals are not allowed. For more information on depositing and using money in a Secure Spending Account, please contact the Accounting Office (760-8363).

Lost or stolen CamCards should be reported immediately to the Security Office. There is a \$5.00 charge to replace lost or stolen IDs.

Campus Ministry

760-8346. Open 8:00 a.m. - 5:00 p.m. weekdays, until 7:00 p.m. on Tuesday

The campus ministry staff provides guidance for the development of religious programs on the campus, as well as a pastoral presence for the campus community. The ministerial staff serves as advisors to the Meredith Christian Association and offers lectures, programs, small group experiences, and counseling for the campus at large. The campus minister and staff are available to the College community for counseling pertaining to religious questions, religious vocations, and personal problems.

Students are invited to visit with the staff, tour the chapel, use the Jones Chapel Meditation Room and Reading Room, and participate in the community worship services each Wednesday at 10:00 a.m. in the Jones Chapel.

Career Center

760-8341. Open weekdays, 8:00 a.m. - 5:00 p.m.; Tuesday and Wednesday until 7:00 p.m.

The Career Center can provide students with career counseling and coaching, resume consultation, interview preparation, cooperative education, and resource information.

The office and adjoining Career Resource Room are located on the second floor of the Park Center, adjacent to the Cate Center. A graduate student orientation is held at the beginning of the fall and spring semesters.

Cate Student Center

Open 8:00 a.m.- 9:00 p.m., Monday to Thursday, closes at 5:00 p.m. on Friday

The Cate Student Center is the center of non-academic student life for graduate students. The Center offers convenient access to computers, an ATM machine, a post office, a wide-screen television, telephones, and a study and lounge area. Bulletin boards feature programs and information of interest to graduate students. The Cate Center is also home to the Meredith Supply Store and the BeeHive Café.

Commuter Services

The Office of Commuter Life and Special Services (760-8633) is open weekdays. 8:00 a.m. - 5:00 p.m.

Commuters may work, have a family, or travel a long way from home to attend classes at Meredith. The Graduate School recognizes and values the commitment made by commuters, and offers a range of programs and services to make commuting life a bit easier.

- Check the **Office of Commuter Life and Special Services** and/or the Meredith e-news on the web site for the latest information on commuter services and programs.
- **Association for Meredith Commuters (AMC):** This organization meets once a semester or as needed to discuss commuter concerns and issues. Commuters are automatically considered members of the AMC.
- **The Commuter Connection:** An online Blackboard “course” designed to inform commuters of campus events, chat with other commuters, and discuss related issues.
- **Commuter Mail Pockets:** Located on the first floor of the Cate Center near the campus post office, pockets for campus mail are an important way to stay informed



of campus and class events. Commuters can sign up for a pocket in the Dean of Students Suite on the second floor of the Park Center.

- **Commuter Workstation:** The workstation on the second floor of the Cate Center, next to the vending machines, is fully stocked with lined paper, note cards, pens, pencils, and other supplies commuting graduate students may need to remain productive while on campus.
- **Good Morning, Commuters:** Complimentary pastries, bagels, and juice bring commuters together to socialize at this regular event, held the first Monday of each month in the second-floor Cate lounge.
- **Lockers:** A limited number of lockers are available, at no charge, for commuters' convenience. The lockers, and a refrigerator, are located near the vending machine on the second floor of the Cate Center.
- **Special events:** Commuters receive special recognition during Commuter Appreciation Day (November) and Commuter Appreciation Week (March).

Counseling Center

760-8427. Open 8:00 a.m. - 8:00 p.m. weekdays; closes at 5:00 p.m. on Friday

The Counseling Center offers free, confidential individual and group counseling with degreed and licensed counselors to students with social, emotional, or academic concerns. Services for acute psychological crisis are provided by local hospitals. The Counseling Center also coordinates and arranges for accommodations needed for students with disabilities. The Center is located on the first floor of Carroll Hall next to the Health Center.

Disability Services

760-8521

Meredith College's goal is to create an accessible community where people are judged on their abilities, not their disabilities. The Coordinator of Disability Services strives to provide individuals with the tools by which they can better accomplish their educational goals. The Coordinator provides, arranges, and coordinates accommodations for students in courses, programs, services, activities, and facilities. The Coordinator maintains disability-related documents, certifies eligibility for services, determines reasonable accommodations, and develops plans to provide these accommodations for students with disabilities.

Because not every student with a disability needs an accommodation, and because two individuals with same

disability may not need the same accommodations, in post-secondary settings, it is the student's responsibility to request accommodations, if desired.

Email

New graduate students will be assigned a Meredith email address once enrolled in class(es). Technology Services will send these students information about their email address and initial password. Checking Meredith email accounts regularly is essential to keep up-to-date with announcements, invitations, messages from professors and administrators, and other pertinent information related to graduate studies at Meredith College. Students have the option to access their Meredith email directly or arrange to forward Meredith email to another account.

Students are responsible for all information conveyed via their Meredith email accounts.

Two ways to access your Meredith email account:

1. Via the Web

- Visit <http://www.whiterabbit.meredith.edu/>, enter the following information, then click on <Login>:
 - USERID (this is the text of your Meredith email address before "@")
 - PASSWORD (initially set as the last four digits of your social security number)
- <Logoff> when you are finished



2. By Email Forwarding

If you would rather have your Meredith email account forwarded to the email address that you currently use, follow these steps:

- Log into your Meredith account using the instructions above.
- Scroll down and click on the "Change Mail Forwarding Information" link.
- Type the full email address to which you plan to forward your Meredith email.
- Click on <Save>.
- <Logoff> when you are finished.

Note: If you change your primary email address, remember to also change your mail forwarding!

Fitness Center

The Margaret Weatherspoon Parker Fitness Center, available only to Meredith students, faculty, and staff, is located in the Weatherspoon Building. The Fitness Center offers a full range of weight machines, free weights, and cardiovascular equipment, as well as an indoor swimming pool and lighted tennis courts. Students, faculty, and staff who wish to use the facility must attend an orientation session, which will introduce them to the equipment, rules, and regulations. Refer to the pool and fitness hours on the college web site for the schedule of available hours.

Health Services

The Health Center (760-8535) is open 7:00 a.m. - 7:00 p.m., weekdays. Closes at 5:00 p.m. on Friday

Honor Societies

Honor societies are open to graduate students. For more information about membership requirements contact your program director.

International Student Advisor

Sara Milani (760-8429)

The International Student Advisor provides various services for non-immigrant students regarding visa regulations.

Learning Center

Meredith College's Learning Center is staffed by Meredith undergraduate students who have been trained to support other students with one-on-one tutoring in writing, grammar, communication, and mathematics. Tutors also answer questions related to word processing, library research, standardized testing, and speech writing and delivery. In addition to tutoring, the Center has reference books, handouts, and self-help exercises in grammar and mathematics. The Learning Center is located at 122 Jones Hall. Sign-up sheets are located outside the entrance, call 760-2800 to sign up with the receptionist.

Library Services

The **Carlyle Campbell Library** (760-8531) offers many services and resources to the students and faculty of Meredith. The basic collection of books, periodicals, microfilms, and audiovisual materials is housed in the main library building, while a collection of recordings and scores is found in the **Music Library** in Wainwright (see Music Library). The combined catalogs in the Automated Library Information System (ALIS) can be searched within the libraries or accessed through the Campus Network, the Internet, or dial-in modem.

Carlyle Campbell Library Hours

	<i>Library Hours</i>	<i>Information Desk</i>
Monday to		
Thursday	7:45 a.m. - 1:00 a.m.	8:00 a.m.- 10:00 p.m.
Friday	7:45 a.m. - 9:00 p.m.	8:00 a.m. - 5:00 p.m.
Saturday	9:00 a.m. - 5:00 p.m.	1:00 p.m. - 5:00 p.m.
Sunday	1:00 p.m. - 1:00 a.m.	1:00 p.m. - 9:00 p.m.

Most library materials are loaned for a three-week period and can be renewed twice, provided that they are not needed by another patron. Laser discs circulate for three days only. Videos must be viewed in the library. The



Meredith CamCard must be presented to check out materials, including reserve items. Materials can be renewed in the library or by phone.

Off-campus resources are available through interlibrary loans and the Internet. Students who wish to use other academic libraries in Raleigh can obtain a Cooperating Raleigh Colleges (CRC) Library Loan Form from a librarian by presenting a CamCard and having no fines or overdue materials at the Carlyle Campbell Library. This form allows students to borrow five items per day at CRC libraries. Students enrolled at Meredith may use other libraries and their resources without the loan form, but cannot borrow materials without the appropriate form and a Meredith ID.

Students have access to **NC LIVE**, a gateway to electronic information shared by the North Carolina libraries. NC LIVE currently offers online access to complete articles from more than 5,500 newspapers, journals, and maga-



zines; two encyclopedias; and indexing for more than 15,000 periodical titles. To access NC LIVE from an off-campus location, a password is required, which is available at the Meredith College library circulation desk.

Reserve materials may be checked out from the Reserve Desk. The faculty specifies one of the following types of reserve:

- Strict: in-library use only for three hours
- Overnight: checked out overnight and due one-and-a-half hours after the library opens the next day
- Three-day: to be returned within a three-day period

Reference books, periodicals, and videotapes may not circulate out of the library building.

Students are responsible for the payment of fines for overdue items, including reserve materials, and for replacement costs of lost items. The fine is 10 cents per day for most items, 10 cents per hour for reserve materials, and \$1.00 per day for circulating audio-visual items. Borrowing privileges are suspended for any student with total fines exceeding \$3 and are reinstated when fines are paid.

Lost and Found

Lost and found articles are collected in the Campus Police Department (760-8888). Proper ID is required to recover found property.

Meredith Supply Store (Book Store)

*760-8545. Open 8:00 a.m. - 5:00 p.m.
(M, Th, F); 8:00 a.m. - 6:00 p.m. (T, W)*

The Meredith Supply Store, located in the Cate Center, stocks all the necessary textbooks and supplies for graduate academic courses. In addition, the store carries general reference books, CDs, clothing, and gifts. The Supply Store also allows students to cash checks up to \$50.

Music Library

The Music Library is located on the first floor of the Wainwright Music Building. This library houses a collection of recordings and scores and provides a variety of listening facilities. Recordings may not be checked out of the Music Library; however, scores do circulate and are subject to the same loan period and overdue policies as materials checked out from the Carlyle Campbell Library.

Music Library Hours

Monday to Thursday	8:00 a.m. - 10:00 p.m.
Friday	8:00 a.m. - 5:00 p.m.
Saturday	1:00 p.m. - 4:00 p.m.
Sunday	2:00 p.m. - 10:00 p.m.

The Music Library is closed during official convocations. Holidays and intersession hours will be posted.

Post Office

Services available weekdays, 8:00 a.m. to 5:00 p.m., while classes are in session.

The campus mail room is located on the first floor of the Cate Center. Although the mail room is not an official U.S. Post Office, stamps are available for purchase, and packages that do not require special handling are accepted. Outgoing mail pickup is 5:00 p.m., Monday through Friday.

Technology Services

Help Desk 760-2323

Computer Services available through the Office of Technology Services include:

- **The Help Desk**, providing one-stop service for answers to students' questions about technology issues: everything from location and hours of computer labs, to applying for e-mail accounts, to software troubleshooting. To reach the Help Desk, dial 2323 from on-campus or 760-2323 from off-campus.
- **Campus network**, providing e-mail accounts for students, faculty and staff; Internet access; ALIS access (Carlyle Campbell Library Computer System); and access to Meredith's Web pages. All new graduate students will be assigned a Meredith email address once enrolled in class(es). Technology Services will send these students information via US postal service about their email address and initial password.

■ **Campus web site**, including information on academic courses, student organizations, Blackboard online courseware, and campus e-news. Technology Services supplies new students with a login and initial password for Blackboard, a Web-based software tool that supports many aspects of the Graduate School's curriculum.

■ **Computers**, including a scanner, for graduate students' use on the second floor of the Cate Center. (Other computer labs, open to all Meredith students, are located at Harris, Joyner, Ledford, and Carlyle Campbell Library.)

See Email and Blackboard for more information on Technology Services.

Campus policies on appropriate use of technology resources are available from the Office of Technology Services. Policies also are posted on the Internet.

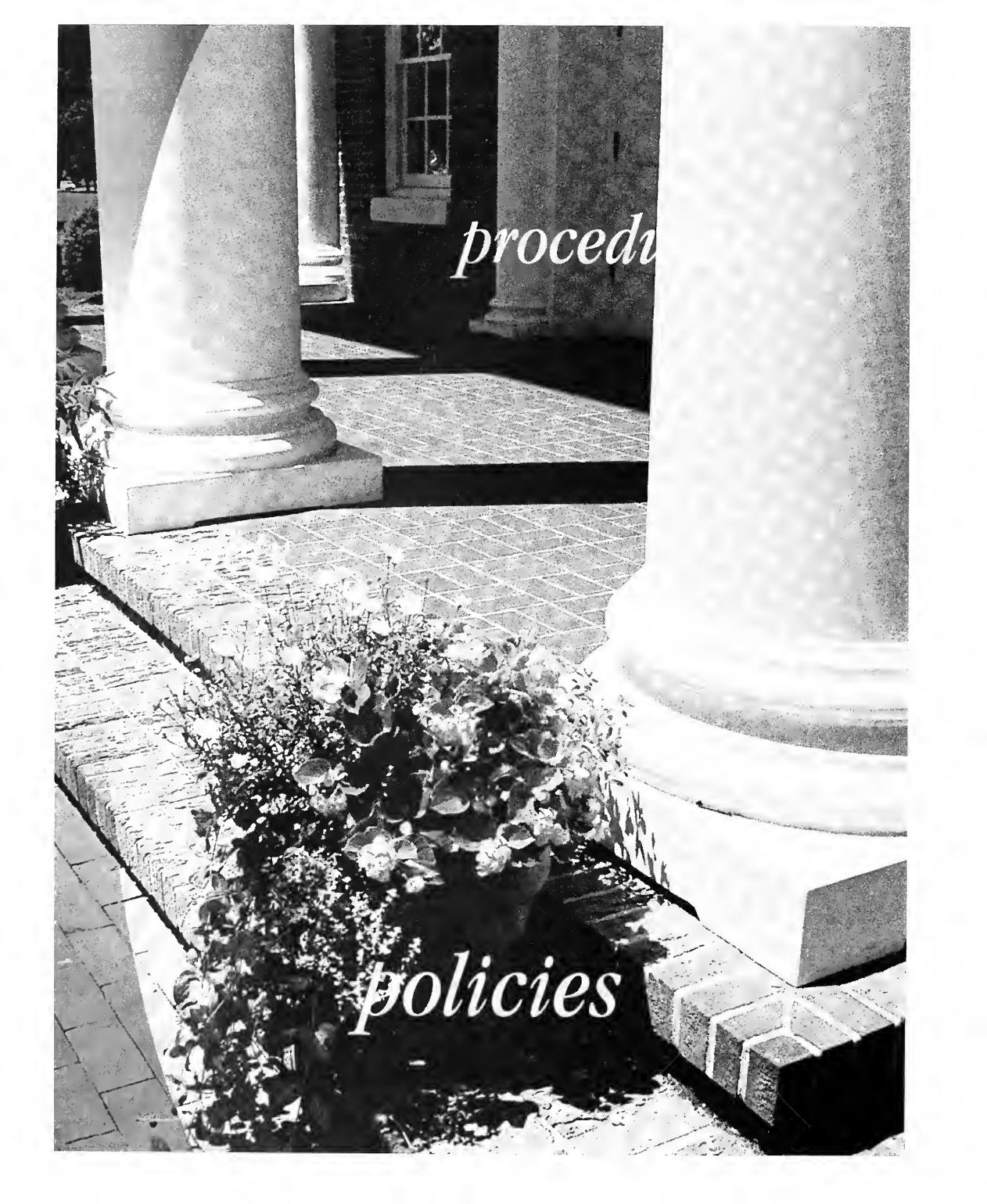
Volunteer Services

Volunteer Services provides service opportunities for all members of the Meredith College community. Students may volunteer to work with a community service agency, serve as a tutor with Meredith's Literacy Initiative, participate in an annual service event, or create his or her own service project for the campus or the community.

Volunteer Services hosts an annual Volunteer Fair each fall, with representatives from community service agencies, health care facilities, museums, and schools. This campus event enables the Meredith community to learn about community service needs and opportunities.

Meredith's Volunteer Services Coordinator serves as Director of the Meredith READS Literacy Program. In partnership with MotheRead, Inc., a nationally-acclaimed literacy organization, Volunteer Services recruits, trains, and supports Literacy Program story-sharing volunteers.

For more information on opportunities offered through Volunteer Services, contact the Coordinator of Volunteer Services, Lynne Wheatley at 760-8357 (wheatley@meredith.edu).



proced

policies

CAMPUS POLICIES AND PROCEDURES

PARKING

Parking Policy

Graduate students are considered “commuter students,” and are required to have a parking decal in order to park on campus. This decal can be purchased for the academic year (August through July) for \$80.00 from the Campus Security Office. Daily passes are also available for \$1.00 per day. Campus Security: 760-8888.

Parking Regulations

Parking regulations are enforced 7 days per week, 24 hours per day. The following actions are prohibited:

- Double parking.
- Parking on lawns, grass, landscaped areas, sidewalks, or other areas not set aside for parking.
- Parking in such a manner as to block traffic, parked vehicles, or roadways.
- Parking in fire lanes, loading areas, emergency areas marked as NO PARKING ZONES, including areas marked with diagonal yellow lines.
- Parking in an area designated for registration decals other than the one displayed (for example, students in faculty spaces).
- Parking in visitors’ area with a Meredith decal.
- Parking an unregistered vehicle anywhere on the Meredith campus.
- Parking in a space reserved for residence directors.
- Fifteen-minute parking spaces may be used for loading and unloading only.

Students driving any vehicle on campus other than their registered vehicle must obtain a temporary pass at the Campus Police office

Parking fines are \$25.00; fines for parking in handicapped or fire lanes are \$50.00. Auto-boot and towing fines are \$50.00. Unregistered cars will be auto-booted and will not be released until all fines are paid. (An auto-boot is a device that clamps to the wheel of a car. Attempts to move a car with an auto-boot will result in serious damage to the car). No warning tickets are given.

Meredith College does not assume responsibility for any vehicle parked on campus.

CAMPUS POLICIES

Inclement Weather

Meredith’s Inclement Weather Line: 760-2384

Off-Campus Line: 832-8878

In case of class cancellations resulting from inclement weather, Meredith College will run public announcements on local radio and television stations. Information about daytime and evening class cancellations is available by calling Meredith’s Inclement Weather Line or checking with WRAL.

In the event that the College does not cancel classes, individual instructors still have the option of canceling a class. All instructors must include an inclement weather policy on their syllabi, as well as instructions to students regarding how to obtain information on any class cancellations.

Alcohol and Other Drugs

Meredith College believes it essential for the well-being of all students, faculty, and staff to maintain an environment free of alcohol and illegal drugs. In view of this belief, The Board of Trustees has articulated the policies below with regard to graduate students. Graduate students in violation of these policies may also be subject to penalties under North Carolina law.

Alcohol:

Meredith College strongly discourages the use of alcoholic beverages. Graduate students shall not possess or consume alcoholic beverages on campus. A graduate student may not attend class while under the influence of alcohol. Any amount of alcohol on campus shall be considered "possession" and shall result in disciplinary action. Meredith students are expected to represent the College with dignity at all times. Inappropriate or illegal behavior on or off campus related to alcohol use may result in disciplinary action.

Other Drugs:

Meredith College will not tolerate any student activity associated with illegal drugs on or off campus. Students shall not manufacture, possess, sell, use, or deliver any controlled substances, counterfeit controlled substances, or drug paraphernalia, as each is defined by the North Carolina General Statutes. Possession of drug paraphernalia that tests positive for any illegal substance will constitute possession of that substance. Any student suspected of a violation will be subject to a hearing before the Honor Council of Meredith College. If found responsible for a violation of this policy, the student may be suspended or expelled in accordance with the drug policy as outlined by the Board of Trustees.

Drivers deemed to be impaired will not be allowed by campus police to operate vehicles on campus. The threshold for impairment is very low (any alcohol or controlled substances previously consumed remaining in the body.)

Smoking

Out of consideration for members of the College community who choose not to smoke or are allergic to smoke, smoking is prohibited in all Meredith buildings.

Solicitation

Solicitation by on- or off-campus persons, organizations, or businesses is strictly prohibited unless authorized by the Vice President for Student Development or by the Director of Student Activities and Leadership Development. Any use of College facilities by off-campus persons for purposes of solicitation, even those sponsored



by campus organizations, must also be approved. Under no circumstances are off-campus persons allowed to solicit door-to-door in offices or residence halls.

Sexual Harassment

Sexual harassment encompasses any sexual attention that is unwanted. Any graduate student who experiences sexual advances by another member of the Meredith community which s/he considers inappropriate should discuss the matter with either the Director of Graduate Studies or the Vice President for Academic Affairs.

Sexual Assault and Rape

The Meredith College community will not tolerate sexual assault or rape. Sexual assault is defined as any incident of forcing another person to perform a sexual act against his/her will. Force can be implicit through the use of threatening words, gestures, or tone of voice, or explicit through actions of physical restraints. According to North Carolina state law, rape is defined as forced sexual intercourse against the will of another person. Rape is also considered to be sexual intercourse with a person who is physically, mentally, or otherwise incapacitated (including incapacitation from the use of alcohol and drugs), when the person performing the act knows of the victim's incapacity.

Sexual assaults allegedly committed by a Meredith College student can be reported and adjudicated by the College Honor System. However, in cases of a concurrent criminal prosecution, the College defers to the criminal case. During a College on-campus disciplinary case, the accuser and the accused are entitled to the same opportunities to have others present during the disciplinary hearing. Upon request of the assaulted student, sexual assaults or rape committed by a student from another campus can be referred by the Director of Graduate Studies to that student's campus for judicial action.

Weapons/Firearms

Possession of weapons/firearms is strictly prohibited on campus and at College-sponsored functions. Violators will be reported to campus police and the Honor Council.

Using the Meredith Name and Logos

Designs for T-shirts and other items bearing the Meredith name must be approved by the Assistant Director of Student Activities and Leadership Development. All student organizations must complete a T-Shirt Approval Form and have it approved and on file. All copyright laws apply. Please contact the Office of Student Activities and Leadership Development at 760-8338 for more information. Questions about the use of Meredith's seal or watermark should be referred to the office of Marketing and Communications at 760-8455.

Security and Emergency Procedures

*Campus Police: Campus phone: dial 8888
Private phone: dial 760-8888*

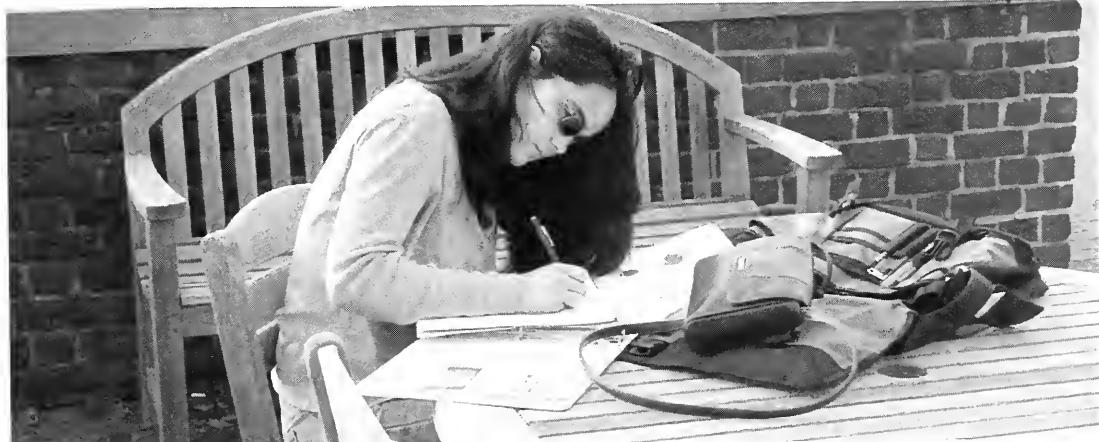
Meredith College employs the Campus Police Department to provide security services to students, faculty, staff, and guests. Police and security officers patrol the campus 24 hours a day, 365 days a year. Officers use radio phones while patrolling the campus, investigating complaints, regulating traffic, controlling parking, and supervising the fire prevention program.

Medical Emergency

*Campus Police: 8888 (or 760-8888)
Emergency Medical Service: 9-911 campus phone, 911 otherwise*

Campus police and security officers are trained in first-responder care. Medical emergencies should be reported to Campus Police (8888) immediately.

If at any time you believe it is necessary to call the Emergency Medical Service (911 or 9-911, on a campus phone), do so. Then call the Campus Police (8888), so they can direct EMS to the site of the emergency. The person receiving the services of EMS will be responsible for all fees charged.



Theft of Personal Property

Students who experience a theft or loss of personal property should alert Campus Police (8888 on-campus, or 760-8888) as soon as possible. Meredith is not responsible for the personal property of students.

Fire Emergency

Call 9-911 on campus phone, 911 otherwise, after you activate alarm.

If you discover the fire:

- Activate the nearest alarm.
- Get out of the building immediately if fire is threatening.
- Call the Fire Department: 911 (9-911 on a campus phone).
- Alert Campus Police.

Other tips to keep safe in a fire:

- Before leaving a room, check the doorknob to see if it is hot. If hot, do not open; go to the window and wait for the firefighters to rescue. Do not try to jump or climb down. (With the door closed, you are not in immediate danger).
- If smoke is beginning to fill the hallway as you evacuate, grab something to help filter the smoke. If you get caught in heavy smoke, crawl to the nearest exit.
- If fire blocks your nearest exit, go immediately to the next closest exit.

To ensure the safety of its students, Meredith College will periodically stage fire drills. During a fire drill, students should:

- Close windows.
- Turn off all lights except overhead.
- Close door when leaving room.
- Walk rapidly (do not run) out of the building. The first person to reach the door should hold it open for others.
- Wait for the signal to return.

NOTE: It is against the law to activate a fire alarm when there is no fire.

Tornado Emergency

A “tornado watch” means tornados are possible. A “tornado warning” means that a tornado has been sighted in the warning area. Campus Police have weather alert radios that emit an audible signal if the National Weather Bureau has issued a warning for our immediate area. Campus Police will sound the alarm for an alert.

In the event of a tornado alert:

- Go immediately to an interior, first-floor hallway or basement. Avoid areas with wide, free-span roofs such as the gymnasium.
- Close all first-floor doors for safety.
- Move as far away from windows and outside doors as possible.
- Take shelter underneath a desk or any heavy furniture available.
- Sit down on the hallway floor with your head between your knees, and cover your head with your hands.



Security: A Shared Responsibility

Although Meredith College takes seriously the need to provide a campus that is as safe as possible, each student must assume the responsibility for her/his own personal safety. No environment can be assumed to be totally safe, so each person must be constantly alert to his/her own safety and that of his/her peers.

The best defense is a good offense. To increase personal safety and security, students are advised to take the following precautions:

- Be aware of your surroundings. Avoid dark areas, and look for and report suspicious activity.
- Avoid walking alone to and from the outer parking lots after dark.
- Travel with a companion whenever possible.
- Lock doors to cars.

Important Phone Numbers

Four-digit phone numbers are reachable from campus phones. When off-campus, use "760" as a prefix to the following:

Accounting	8363
BeeHive Café	8328
Campus Minister	8346
Campus Police and Parking	8888
Career Center	8341
Caryle Campbell Library	8531
Commuter Life/Special Services	8633
Counseling Center	8427
Disabilities Services	8521
Financial Assistance Office	8565
Graduate and Professional Studies Office	8353
Graduate School	8423
Health Center	8535
Inclement Weather	2384
Off-Campus Weather Line	832-8878
International Student Adviser	8429
Meredith Performs Box Office	2840
Registrar	8593
Student Activities &	
Leadership Development Office	8338
Supply Store	8545
Switchboard (on campus)	0
Off-Campus Line	760-8600
Technology Services Help Desk	2323
Volunteer Services	8357

MEREDITH COLLEGE CALENDAR 2003-2004

Fall Semester 2003

Arrival of new students	Sat. Aug. 16
Registration	Mon. Aug. 18-Tues. Aug. 19
Classes begin	Wed. Aug. 20
Last day to drop a course without paying	Tues. Aug. 26
Last day to add a course	Tues. Aug. 26
Labor Day Holiday—No classes held	Mon. Sept. 01
Last day to make a grading change	Wed. Sept. 17
Mid-Term	Tues. Oct. 07
Progress Reports due at 12:00 Noon	Fri. Oct. 10
Autumn recess begins at 5:00 p.m.	Fri. Oct. 10
Classes resume at 8:00 a.m.	Wed. Oct. 15
Last Day to withdraw from a class	Tues. Oct. 28
Thanksgiving recess begins end of class day	Tues. Nov. 25
Classes resume at 8:00 a.m.	Mon. Dec. 01
Last day of classes	Thurs. Dec. 04
Reading day; music juries	Fri. Dec. 05
Final Examinations	Sat. Dec. 06-Mon. Dec. 15
Commencement	Sat. Dec. 13

Spring Semester 2004

Registration	Tues. Jan. 06
Classes begin	Wed. Jan. 07
Last day to drop a course without paying	Tues. Jan. 13
Last day to add a course	Tues. Jan. 13
Holiday-Martin Luther King Day	Mon. Jan. 19
Last day to make a grading change	Wed. Feb. 04
Founders' Day	Mon. Feb. 16
Mid-Term	Wed. Feb. 25
Progress Reports due at 12:00 Noon	Fri. Mar. 05
Spring recess begins at 5:00 p.m.	Fri. Mar. 05
All Offices Closed for spring break	Fri. Mar. 12
Classes resume at 8:00 a.m.	Mon. Mar. 15
Last Day to withdraw from a class	Tues. Mar. 23
Easter recess begins at the end of the class day	Thurs. Apr. 08
Classes resume at 8:00 a.m.	Tues. Apr. 13
Day of Celebration	Thurs. Apr. 22

Spring Semester 2004

Last Day of Class. Classes today follow the regular Thursday Schedule	Tues. Apr. 27
Reading day; music juries	Wed. Apr. 28
Final Examinations	Thurs. Apr. 29-Fri. May 07
Commencement	Sun. May 09

Summer 2004

Classes will not meet on Monday May 31 or Monday July 5	
First six-week evening session	May 10 – June 18
Second six-week evening session	June 21 – July 30
First three-week session	May 17 – Sat June 5
Second three-week session	June 7 – June 25
Third three-week session	June 28 –Sat July 17
First six-week day session	May 17 – Sat June 26
Second six-week day session	June 7 – Sat July 17

Opening day of class for 2004-2005 Academic Year	Wed. Aug. 18
Commencement for December 2004	Sat. Dec. 11

This calendar is subject to periodic review and change. Such changes will be distributed to the Meredith community and will be available in the registrar's office.

INDEX

Academic Advising	22	Graduate Level Elective	49
Academic Policies	16-25	Internship Goals	47
Academic Warning	20-21	Internship Philosophy	47
Accreditation	8-9	Notification of Admission	48
Adding a Course	19	Program of Study	49
Admissions, Master's Programs	12-15	Dining Hall	57
Admission, Dietetic Internship	47	Director's Message	5
Admission Testing Requirements	14-15	Directory, Faculty and Staff	50-53
Alcohol Policy	65-66	Disability Services	59
Appeals Process	21	Distance Learning Credit	20
Application Procedures, Dietetic Internship	47	Dropping a Course	19
Application Procedures, Master's Programs	11	Education, Master of	32-37
Auditing a Course	19	Comprehensive Examinations	33
Business Administration, Master of	28-31	Course Descriptions	35-37
Course Descriptions	29-31	License Renewal Credits	33
Prerequisite Coursework	29	Program of Study	34
Program of Study	29	Email	60
Catalogues	18	Emergency Procedures	68-69
Career Center	58	FERPA	23-25
Cate Student Center	58	Financial Assistance	27
Commencement	23	Fitness Center	60
Commuter Services	58	General Information	6-9
Counseling Center	59	Grade Changes and Corrections	20-22
Cooperating Raleigh Colleges Credit	20	Grading	20-22
Degree Requirements	22	Graduate Management Admission Test (GMAT)	15
Dietetic Internship	46-49	Graduate Record Exam (GRE)	15
Accreditation Status	47	Guiding Principles of the John E. Weems Graduate School	8
Application Procedures	47	Health Services	60
Certification	49	Historic Statement of Purpose	7
Course Descriptions	49	Honor Code Policy	17-18

Honor Societies	60	Parking	65
Inclement Weather	65	Police	68
Learning Center	61	Post-Baccalaureate Study (PBS)	14
Leaves of Absence	19	Post Office	63
Library	61	President's Message	4
Lost and Found	62	Registration	18-19
Meredith Logo	67	Scholarships, Business Administration	27
Meredith Supply Store	62	Scholarships, Music	27
Meredith College Statement of Mission	7	Sexual Harassment	67
Miller Analogies Test (MAT)	15	Smoking Policy	66
Music in Performance and Pedagogy, Master of	38-41	Special Studies	22
Audition	39	Teacher Tuition Assistance	27
Course Descriptions	40-41	Technology Services	63
Ensembles	40	Transfer Credit	20
Foreign Language Proficiency	39	Tuition and Fees	27
Program of Study	40	Visiting Students	14
Required Coursework	40	Volunteer Services	63
Nutrition, Master of Science in	42-45	Withdrawals	19-20
Comprehensive Examinations	43	Weapons/Firearms	67
Course Descriptions	44-45		
Elective Courses	44		
Prerequisite Coursework	43		
Program of Study	43		
Required Core Courses	44		

July 15, 2003

Dear Colleague:

Here you will find a copy of the 2003-2004 edition of the Graduate Catalogue and Student Handbook, for your reference.

This year for the first time, in response to student requests, we have included the "Student Handbook" portion to this publication. We asked students what information would be useful to them, and what you see in the second portion of the book is the result of that collaboration.

You will notice that the back pocket of your book is empty. We are creating Program Guides for each of the five programs (Business Administration, Education, Music, Nutrition, and the Dietetic Internship), written by the Program Directors for the students in a particular program. It includes guidelines for formatting theses, and other requirements specific to that particular program. Those are still in production, but please be sure to let us know if you would like copies of any or all of those.

We look to you for feedback on this publication. Please let us know of any thoughts— positive or negative, ideas for next time, etc.-- you have as you look through it. All your comments will help us continue to improve.

Sincerely,



Deborah J. Horvitz
Director, Graduate Studies

MEREDITH

C O L L E G E

John E. Weems Graduate School
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298
(919) 760-8058, FAX (919) 760-2898
graduate@meredith.edu
www.meredith.edu/graduate





